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ABSTRACT

The University Task Force on Planning and Budgeting, established through the Board of Regents of the university, designed and tested a system for institutional planning and budgeting. This pilot planning document addresses the background for planning and budgeting, the university's mission, planning assumptions made, the instruction program, research program, public service program, academic support program, student service program, and institutional support program. Supplementary planning materials are also included. (MSE)

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University Planning and Budgeting

First-Year Report

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HE009832

North Texas State University

August 1977

August 15, 1977

Members of the Board of Regents
North Texas State University
Denton, Texas

Gentlemen:

Through your Role and Scope Committee, the University Task Force on Planning and Budgeting on June 16 presented another progress report and distributed copies of the 1977 planning assumptions and statement of mission and goals.

Now that you have had some time to reflect on these statements, we are pleased to present to you the first pilot planning document to be produced by the developmental efforts of the Task Force. With your concurrence, we will move forward on the basis of this planning statement for a year of refinement activity leading toward total involvement of the university community in 1979, the fourth year of our five-year project.

The Task Force has been charged with the design and testing of a system for planning and budgeting. Twenty volunteer units were selected to serve as pilot departments to help develop and test a process. The President's Cabinet has undertaken the pilot testing of the university-wide process as a "university planning council." Now the Role and Scope Committee is asked to continue the pilot testing process through a consideration of the product to date, leading to instruction from the Board to the university community as to the next steps to be taken.

We invite your suggestions and comments and, when you judge the document to be acceptable as a point of departure, to authorize us to proceed with further refinement of the process. Our next step would be to come back to you with the development of policies for the budget-building stage of the process, looking toward presentation of the 1979 budget to the Board in May 1978.

Sincerely yours,

C. C. Nolen

C. C. Nolen
President

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BACKGROUND FOR PLANNING AND BUDGETING

President C. C. Nolen in July 1975 formed a task force for the development of a planning and budgeting process. He asked that this process accomplish these four things:

(1) assure maximum utilization of available funds;
(2) provide a process, format, and schedule for planning and budgeting;
(3) lead to rational decision-making at all university levels; and
(4) lead logically to well-developed biennial appropriations requests,

all aimed at the accomplishment of both short- and long-range goals.

The Task Force on Planning and Budgeting spent the first year in study, discussion, and planning, leading to conferences of the heads of all budgetary units in May 1976 and again in September 1976. The second year became one of "pilot testing" various approaches to the planning and budgeting process. This work was carried out in great detail at the budget-department level by 20 volunteer pilot units. At the university level, the task force and the President's Cabinet evaluated the pilot unit work and applied the reports of several subcommittees to develop this planning document for year-end review by the university community.

This document seeks to integrate four prior planning documents into the format of the new planning and budgeting system. In doing so, it seeks to build upon existing commitments and to avoid producing a totally "new" set of plans simply because a "new" format and process are being developed. The previous documents which have lent so much direction to the current effort include the following:

Institutional Self-Study for the Southern Association of Colleges and Schools, September 1973.

Statement of Purposes and Goals for the University, August 29, 1975 (including a "Program for Excellence").

Role and Scope Statement to the Coordinating Board, Texas College and University System, January 1976.

President's Institutional Progress Report, August 2, 1976.

FORMAT OF THE PROCESS. Planning is conceived of as the process by which the university defines its overall goals and specific objectives and devises the means of attaining them. The objectives are pursued through the design of programs and activities and the provision of resources for these. The resources in large part are provided by means of the annual budgeting process, which in turn is heavily dependent upon the State of Texas appropriations process. The design of a planning and budgeting system, therefore, requires us to deal both with a standard chart-of-accounts budget format and with a set of program plans which very likely will not correspond in most respects to the traditional budget format.

The work of the Task Force and the pilot units has attempted to develop a format for defining goals, structuring programs, planning activities, and allocating resources to the activities through our organized budgetary units. The heart of this format is the definition of programs to allow the faculty and staff (the "planners") to relate resource and activity information to the achievement of goals and objectives. This moves us away from the sole reliance upon budgeting to organizational units out of traditional accounting elements. The process relies in addition upon a "program structure" for its organization. The program structure includes three primary programs, which contain the activities directly related to the accomplishment of the primary goals of the university. These are:

1.0 Instruction
2.0 Research
3.0 Public Service.

Three support programs contain those activities that are necessary or useful for the successful operation of the primary programs. These are grouped as follows:

4.0 Academic Support
5.0 Student Services
6.0 Institutional Support.

This system is adapted from the Program Classification Structure devised by the National Center for Higher Education Management Systems (NCHEMS). The six programs do not represent the university's objectives; the goals of the institution are grouped within each program so that resources and activities can be discussed in relationship to the accomplishment of objectives. The bulk of this planning report is organized into a discussion of plans for the six programs. A set of subprograms is listed to help further define the activities that make up the program. The program structure categories may or may not relate directly to this institution's organizational units, depending upon how closely organizational units happen to correspond to objective-oriented programs.

One of the problems of developing and implementing program goals is that of communicating horizontally across units arrayed in the traditional vertical reporting structure of a university organizational chart. Figure 1 presents a concept aimed at cutting across organizational lines to create programs that can be accomplished without respect to territorial location of efforts within the organization. In this portrayal, the attainment of university goals may become the responsibility of a number of units in the university, and these responsibilities might well be shared by individuals who "belong" in totally different parts of the organizational structure.

For example, suppose we have a goals statement which states that the intellectual development of its students is a top university priority. It would be assigned to programs lying largely within the column labeled "Academic Affairs." Yet it is also possible to think that within the area of "Fiscal Affairs," the operation of the University Book Store could be aimed at contributing to the attainment of the intellectual goal. Similarly, under the area of "Student Affairs" the scheduling of the Fine Arts Series will undoubtedly have a role in attaining this goal.

The major point to be drawn by Figure 1 is this: planning that takes place within the territorial responsibility view of a single budget unit may well fall short of the accomplishment possible by taking a program view of goal attainment shared horizontally across all units of the university. Conversely, a general university goal may never be achieved unless one or more budget units develop specific objectives in support of the goal, an action plan is developed, resources are provided, and responsibility is assigned for successful achievement of the objectives.

MISSION, GOALS, AND OBJECTIVES. Fundamental to this kind of planning process is the articulation of a general institutional mission, of qualitative goals for university programs and budget units, and for specific quantitative objectives for each budget unit. Figure 2 portrays the relationship of mission, goals, and objectives to time span and to the level of activity within the university.

The mission states the philosophy and purpose of the university and of its six programs, extending over the long-range view. Goals provide the basis for program planning and will generally cover a five-year span for the university, its programs, and each budget unit. Objectives state specific ends to be achieved by a budget unit within a one-year planning period.

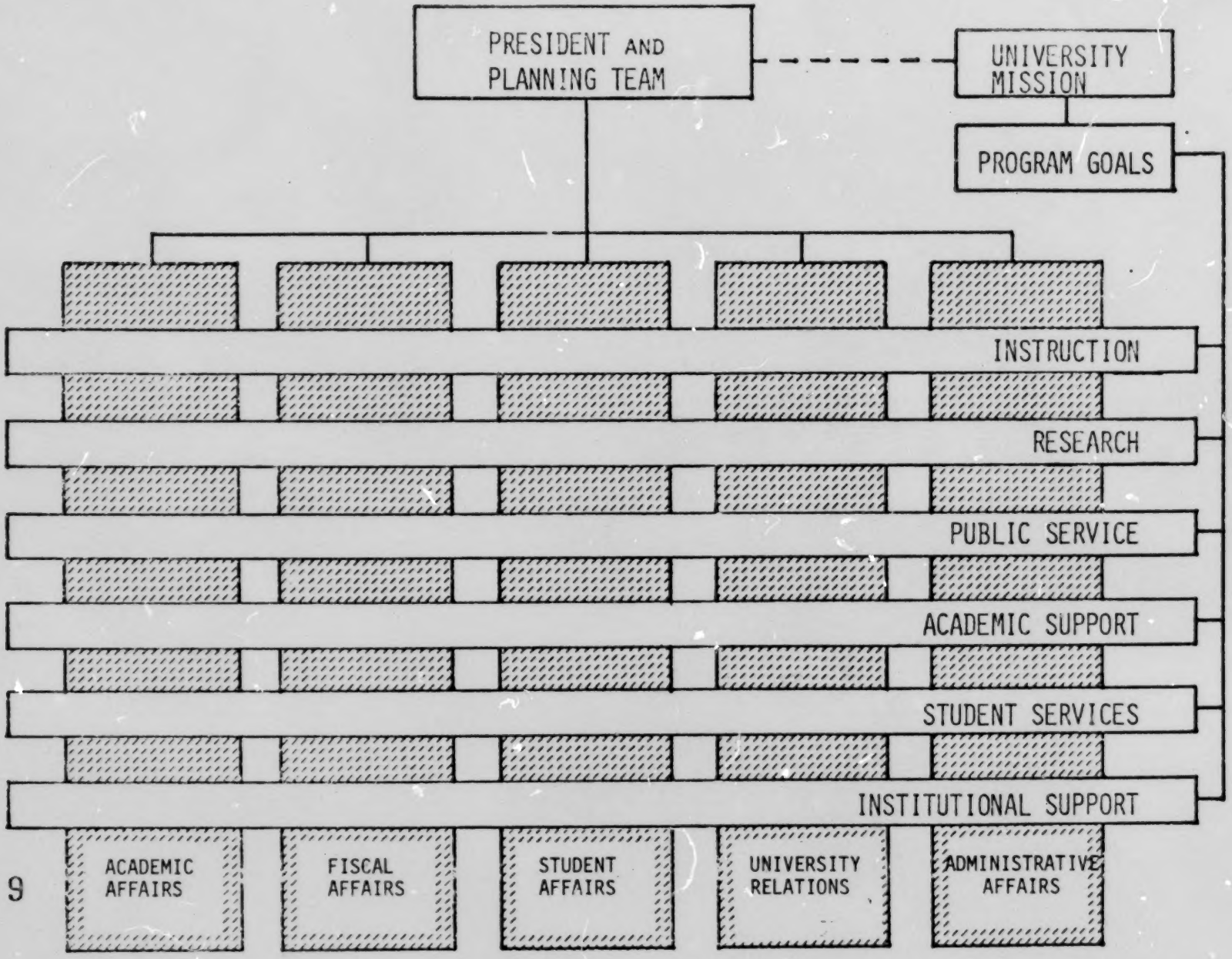
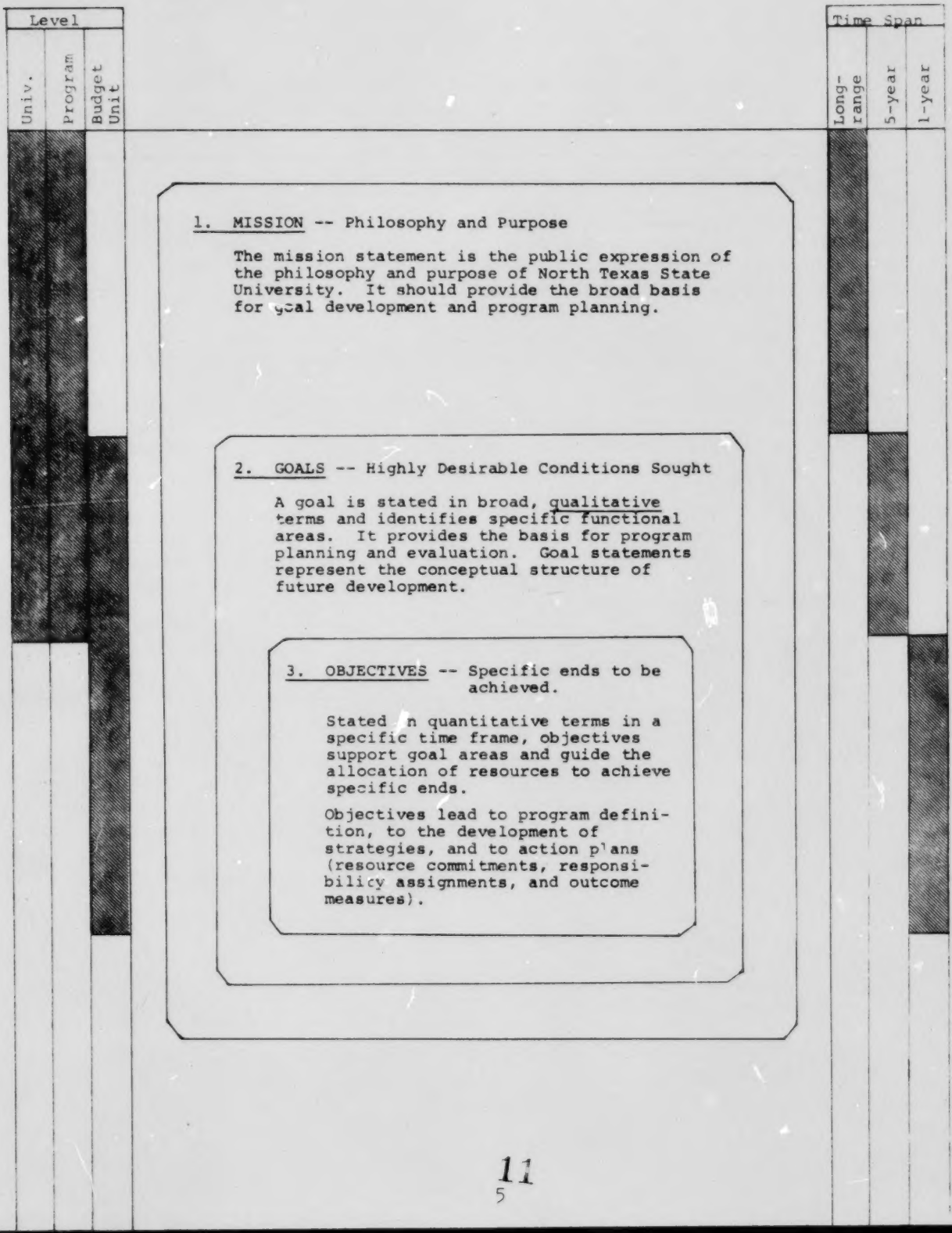

PRESIDENT AND PLANNING TEAM
UNIVERSITY MISSION
PROGRAM GOALS
INSTRUCTION
RESEARCH
PUBLIC SERVICE
ACADEMIC SUPPORT
STUDENT SERVICES
INSTITUTIONAL SUPPORT
ACADEMIC AFFAIRS
FISCAL AFFAIRS
STUDENT AFFAIRS
UNIVERSITY RELATIONS
ADMINISTRATIVE AFFAIRS
ORGANIZATIONAL FUNCTIONS
PROGRAM/ORGANIZATION CROSSCUT

Figure 1

Figure 2

THE RELATIONSHIP OF MISSION, GOALS AND OBJECTIVES IN THE PLANNING PROCESS


Level
Univ.
Program
Budget Unit
Time Span
Long-range
5-year
1-year
1. MISSION -- Philosophy and Purpose
The mission statement is the public expression of the philosophy and purpose of North Texas State University. It should provide the broad basis for goal development and program planning.
2. GOALS -- Highly Desirable Conditions Sought
A goal is stated in broad, qualitative terms and identifies specific functional areas. It provides the basis for program planning and evaluation. Goal statements represent the conceptual structure of future development.
3. OBJECTIVES -- Specific ends to be achieved.
Stated in quantitative terms in a specific time frame, objectives support goal areas and guide the allocation of resources to achieve specific ends.
Objectives lead to program definition, to the development of strategies, and to action plans (resource commitments, responsibility assignments, and outcome measures).

THE PLANNING CALENDAR. The literature of planning frequently talks about short-range, intermediate, and long-range planning periods. More and more, the rapidity of societal changes is causing planners of any type of activity to deal less and less specifically with the longer-range type of activity. For North Texas State University, we use a "long-range" planning horizon working toward the year 2000. At that distance it seems unlikely that we can usefully do much more than to define the institutional mission and aspirations. Any attempt at specifics of program definition or quantification of data would seem to be unrealistic.

Our planning calendar therefore starts with the annual budget cycle and extends out to a five-year program. While this can be viewed within the framework of a long-range planning horizon, the planning activity will not attempt to deal with very much beyond a five-year outlook.

Figure 3 suggests a means of defining one-year and five-year planning periods built around the annual budget and the biennial request cycles.

During the pilot program effort, historical data and analysis focused on the previous fiscal year, which ended August 31, 1976. Current-year analysis worked with the adjusted budget for FY 1977 ending August 31, 1977, utilized academic data primarily from the fall semester of 1976.

Pilot units produced annual plans for FY 1978, which runs from September 1, 1977, through August 31, 1978. The request to the Legislature had already been presented for FY 1978 and FY 1979. Legislative consideration of funds therefore took place for the annual plan period while the annual plan activities were taking place.

The five-year plan embraces two additional biennial request periods: the 1978 request for the 1980-81 biennium and the 1980 request for the 1982-83 biennium.

The document you are now reading represents the pilot effort at producing a five-year university plan. The pilot budget units have also generated five-year plans and one-year plans. (See Appendix A, Abstracts of Pilot Unit Reports.) These activities and the intended course of action for the next two years is indicated in Figure 4, Schedule for Planning and Budgeting.

One full planning and budgeting cycle requires a 17-month calendar which is divided into three phases:

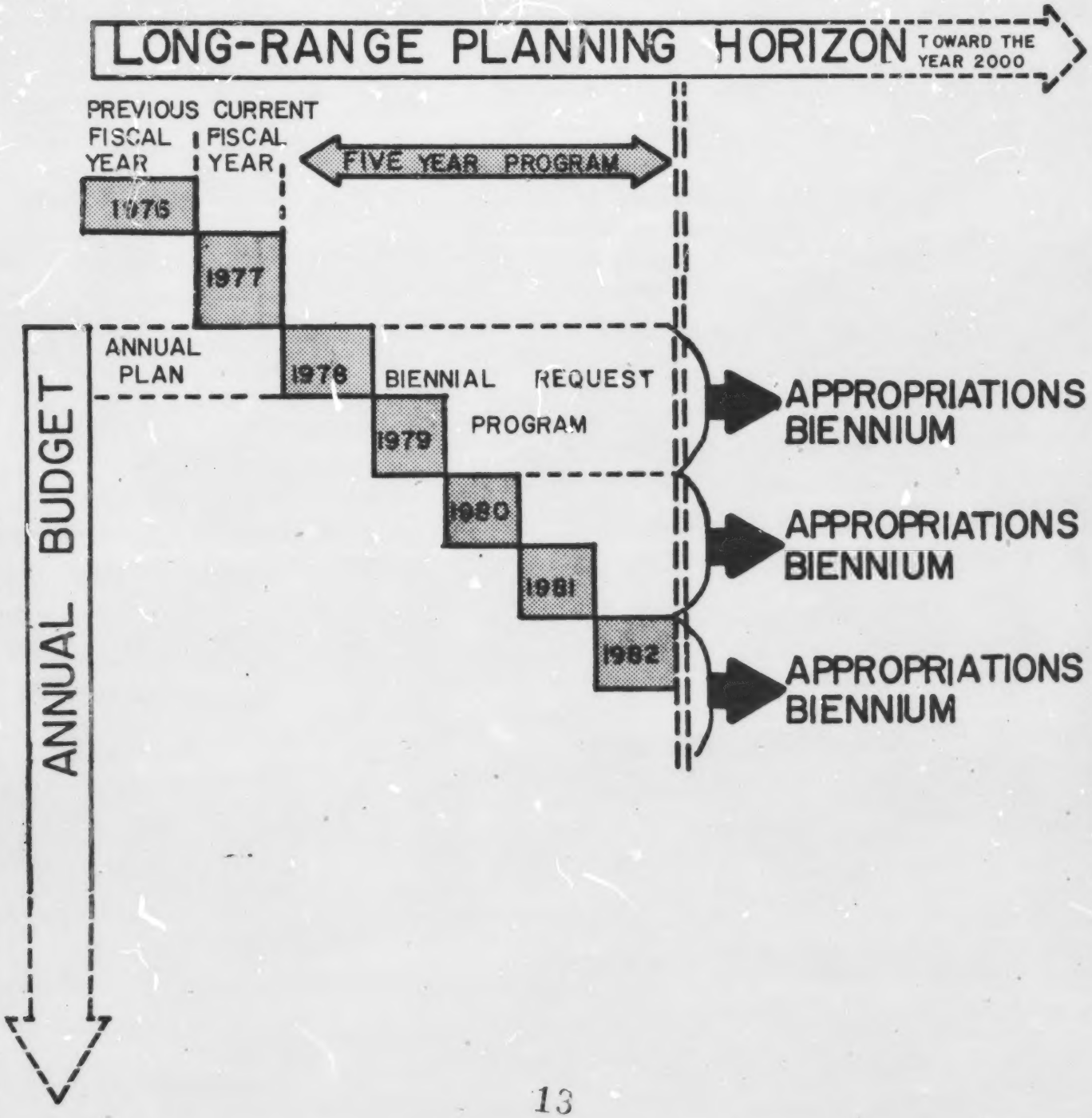
(1) Developing the five-year comprehensive plans.

(2) Developing the annual plans, which are based on the five-year comprehensive plan.

(3) Preparing annual budget requests, which should grow out of the annual plans.

Figure 3

PLANNING PERIODS



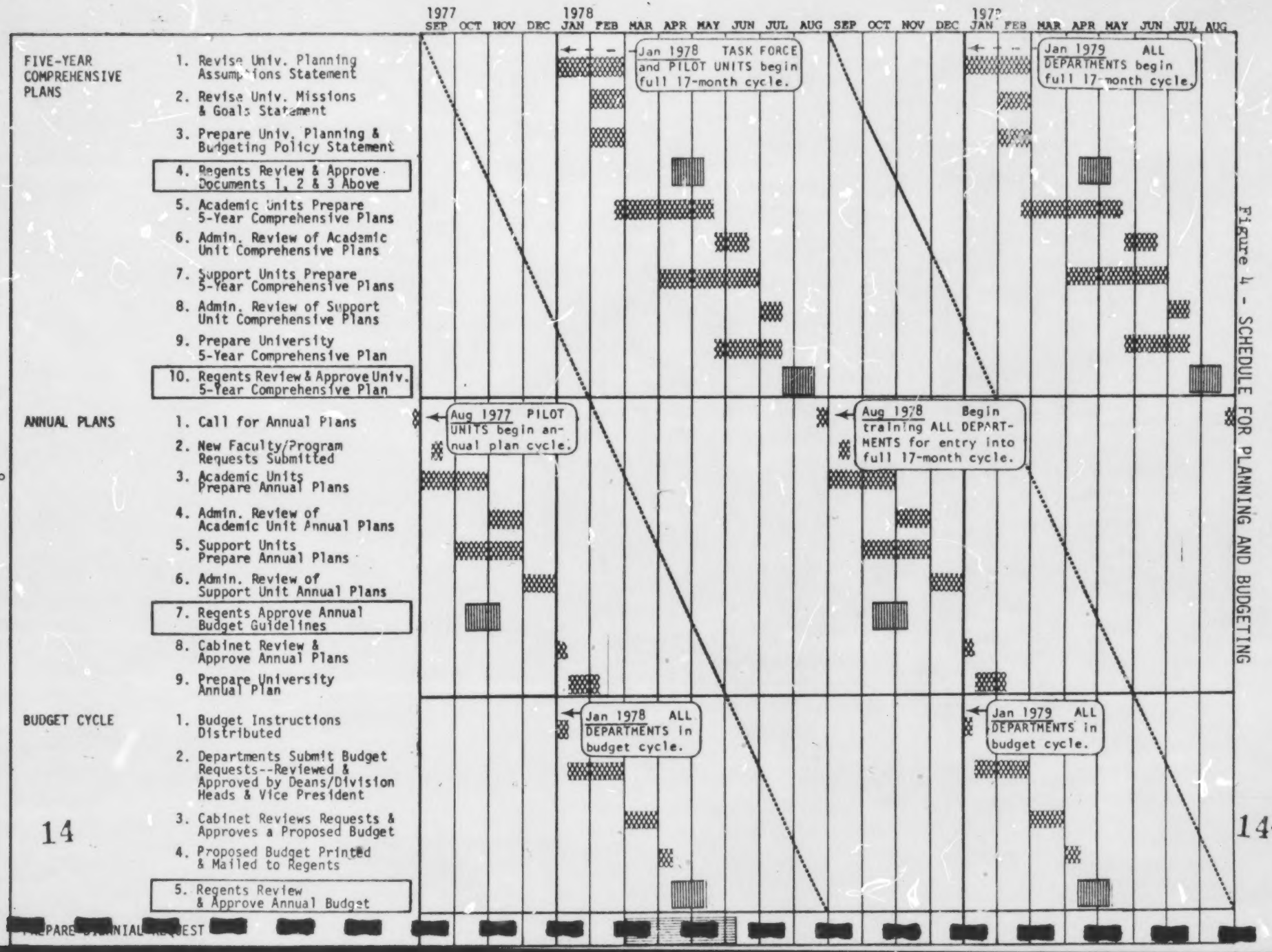

1977
SEP OCT NOV DEC
1978
JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
1979
JAN FEB MAR APR MAY JUN JUL AUG
FIVE-YEAR COMPREHENSIVE PLANS
1. Revise Univ. Planning Assumptions Statement
2. Revise Univ. Missions & Goals Statement
3. Prepare Univ. Planning & Budgeting Policy Statement
4. Regents Review & Approve Documents 1, 2 & 3 Above
5. Academic Units Prepare 5-Year Comprehensive Plans
6. Admin. Review of Academic Unit Comprehensive Plans
7. Support Units Prepare 5-Year Comprehensive Plans
8. Admin. Review of Support Unit Comprehensive Plans
9. Prepare University 5-Year Comprehensive Plan
10. Regents Review & Approve Univ. 5-Year Comprehensive Plan
Jan 1978 TASK FORCE and PILOT UNITS begin full 17-month cycle.
Jan 1979 ALL DEPARTMENTS begin full 17-month cycle.
ANNUAL PLANS
1. Call for Annual Plans
2. New Faculty/Program Requests Submitted
3. Academic Units Prepare Annual Plans
4. Admin. Review of Academic Unit Annual Plans
5. Support Units Prepare Annual Plans
6. Admin. Review of Support Unit Annual Plans
7. Regents Approve Annual Budget Guidelines
8. Cabinet Review & Approve Annual Plans
9. Prepare University Annual Plan
Aug 1977 PILOT UNITS begin annual plan cycle.
Aug 1978 Begin training ALL DEPARTMENTS for entry into full 17-month cycle.
BUDGET CYCLE
1. Budget Instructions Distributed
2. Departments Submit Budget Requests--Reviewed & Approved by Deans/Division Heads & Vice President
3. Cabinet Reviews Requests & Approves a Proposed Budget
4. Proposed Budget Printed & Mailed to Regents
5. Regents Review & Approve Annual Budget
Jan 1978 ALL DEPARTMENTS in budget cycle.
Jan 1979 ALL DEPARTMENTS in budget cycle.
PREPARE BIENNIAL REQUEST

Figure 4 - SCHEDULE FOR PLANNING AND BUDGETING

For the process which was launched last December, the university has now arrived at step 10 of the five-year comprehensive plan sequence, review and approval by the Board of Regents. The 20 pilot units have been alerted to be ready during the fall semester of 1977 to develop annual plans for 1978-79. All departments will enter the budget cycle in January 1978 as a standard procedure, but their budget requests will not be based on the fall planning process being used by the pilot units.

Figure 4 also indicates that a 17-month calendar requires some overlapping of activities. This will require that the pilot units turn almost immediately from budget requests in February 1978 to begin the annual process of revising and updating their five-year plans by one year into the future. The calendar also shows that in the fall semester of 1978, all departments will begin training for entry into a full university-wide implementation of the planning and budgeting cycle starting in January 1979.

From this general background, the Task Force on Planning and Budgeting and the President's Cabinet now invite a review of the five-year planning documents produced by the first round of pilot development. The first two components are the statement of planning assumptions on which the university and the departmental planning activities were based and the general statement of university mission. These are followed by six sections devoted to each of the six programs. Presented in each section are the following elements:

(1) A definition of the program adapted to NTSU from the NCHEMS classification structure.

(2) A listing of subprograms and examples of the kinds of activities at this university that are contained within each.

(3) The university goals for that program.

(4) A preliminary listing of "goal outcome areas," statements of the kinds of qualitative results for which each department will be seeking specific objectives and outcome measures in developing annual plans.

(5) A discussion and listing of strategies and priorities to which the university has expressed a high level of commitment. That commitment may have originated in one of the four previous planning documents cited above or it may have been drawn from specific reactions of the Task Force or the President's Cabinet to the material presented during the pilot planning activities.

Other material which may be of help in evaluating this project is presented in the appendix. Abstracts of the reports of the 20 pilot units are included there -- the full reports may be examined in the department concerned or in the Office of University Planning and Analysis.

GOALS COMMITTEE REPORT. The Subcommittee on Mission and Goals drafted a statement which was distributed to all faculty and professional staff members. Each pilot unit was asked to suggest modifications. A greatly revised statement of mission and goals was then prepared. It is this version which appears in this report, and about which the subcommittee wrote as follows:

The goals for North Texas State University are organized according to the six program classification areas suggested by the National Center for Higher Education Management Systems (NCHEMS). Although each program area might appear self contained, in actuality all six areas overlap considerably and lend crucial support to one another. It would be difficult, for example, to conduct a viable instructional program without an equally active program of research.

The strategic placement of instruction, research, and public service as the primary program areas (as well as the emphasis placed on these three areas in paragraph two of the mission statement) clearly designates these as the major concerns of this university. The university indeed exists for the instruction of its students and service to its publics, and it recognizes that research is crucial to the development of both areas. The other three program areas are also essential to the mission of NTSU, however; without their being developed to the fullest potential as support areas, instruction, research, and public service cannot flourish. All six program areas are interdependent and must receive the diligent attention of the university and its community. Concern with the overall development of the university's programs will help accomplish a major, underlying goal of developing clearer lines of communication among all facets of the university so that each is aware of and can help support the efforts of all.

The following goal statements are predicated on three considerations: (1) Some of the programs and developments of North Texas State University are superior and must be viewed as points of departure for goals that follow. These developments call for continuance rather than imply a need for change. Such statements have been phrased as premises that philosophically underlie the goals. (2) In other areas goal statements indicate the need for new development and/or marked improvement. (3) In their wording, goals should be clear and distinct, but also general enough to be applicable to the many diverse facets of the university, which will in turn shape individual unit objectives to complement these more general goals.

Never in these premises and goals is adherence to the status quo intended, if status quo means accepting anything less than excellence. These goals indicate ends which NTSU should strive to attain, and they are meant to suggest the change, adjustment, and growth necessary for this university to attain excellence in all its spheres.

THE MISSION OF NORTH TEXAS STATE UNIVERSITY

North Texas State University exists as a commitment of the citizens of Texas to the belief that through education the human condition and the quality of life will be continuously improved and enriched. This belief, shared by the Board of Regents of the University, the administration, the faculty, the staff, and the student body is evidenced in the quality, nature, and distinctiveness of the academic programs, research, and other services offered by the University.

Fundamental to this University is the acquisition, preservation, and dissemination of knowledge through teaching, research, and scholarly and creative production. Through its many academic programs and a great range of other educative processes, it enhances the intellectual, scientific, and cultural needs of students and adds to their competencies as productive citizens. Through a diverse and complex educational program, it allows its students to study, experience, understand, and deal with the multitude of forces--economic, social, political, geographic, psychological, historical, philosophical, artistic, scientific--which affect the lives and well-being of individuals, societies, and governments.

The University, although rooted in sound traditional educational practices, is also an active and ever-changing institution which

perceives and responds pragmatically to the emerging needs of a dynamic and rapidly developing society. While its programs will in many instances serve to accelerate the growth of the State and region, its mission and influence have no geographical limits, and its commitment to its constituency extends through each individual's productive lifetime.

North Texas State University is dedicated to the individual development and well-being of its students and to the protection of their rights and freedoms. It is, furthermore, committed to the principle of equal educational opportunities and offers its programs and services to all who qualify.

PLANNING ASSUMPTIONS, 1977-81 (FY 78-82)

I. The External Environment

1.1. The southwestern United States will continue to experience the "Sunbelt" growth; and the Dallas-Fort Worth metroplex population will grow about 1.3 percent annually.

1.2. As a reflection of declining birth rates, the percentage of population that is traditionally of college age (18-22) will decline. However, in the metropolitan area, because of general population increases, it is expected that this age group will grow about 1.3 percent.

1.3. Indicators are present that the national economy will continue to suffer the effects of both inflation and unemployment. However, metroplex economic conditions will remain more stable than those nationally, and per capita income should increase about 4 percent annually in purchasing power.

1.4. Consumers will shift even more of their spending to services (health, government) and will necessarily spend more for energy (utilities, gasoline). Discretionary income will continue to decline.

1.5. While college trained people with a Baccalaureate degree or less will continue to face over-crowded job markets, the need for people with five years or more of college training will be somewhat greater, at least in some areas. The largest excess of supply over demand in the job market will be in the following fields: pharmacy, optometry, social sciences, architecture, education, law, communications, agriculture, biological sciences, fine and applied arts, foreign languages, home economics, English, philosophy, mathematics,

physical sciences, and psychology. Fields where demand is expected to exceed supply include: all health fields except pharmacy and optometry, social work, library science, engineering, accounting, computer science, and business administration. An oversupply of college-trained people in any spcific area will not necessarily result in a decline in enrollment.

1.6. Declining job markets lead to greater emphasis on employment opportunities associated with college education.

1.7. North Texas State University will have a placement rate for its graduates that exceeds the rate of smaller, and/or less well-established institutions because the degree programs are more competitive and have established reputations.

1.8. Educational institutions will increasingly need to provide continuing education opportunities of all types, including advance of job training and activities for use of leisure time.

1.9. Both economic growth and job opportunities in the metropolitan area will come in service fields such as finance, insurance, real estate, and government as well as the overall field of energy development and distribution, rather than fields such as transportation and manufacturing.

1.10. The trend toward greater accountability of educational institutions for their degree and certificate programs will continue; that is, employers and students will increasingly insist that credentials and competency coincide. Implicit in this assumption is a greater demand for evaluations, reports and accrediting visits.

1.11. Competition among institutions will cause greater emphasis to be placed on student recruitment efforts, including faculty involvement in recruiting.

1.12. Continued domination of higher education by the State, with more stress on coordination among institutions and elimination of duplication and waste, will occur. There will be an emphasis on interinstitutional cooperation. At the same time, political decisions by both the Coordinating Board and the Legislature will, on occasion, belie this trend, particularly with regard to new institutions.

1.13. The State of Texas will place greater emphasis on service areas other than higher education, and university budgets will remain relatively stable during this time period. Expenditures will follow a maintenance, rather than an expansion pattern.

1.14. In educational funding, the emphasis will be on elementary, secondary, and vocational expenditures.

1.15. Federal spending will expand in the areas of human resource programs and of energy development and conservation.

1.16. Federal government spending in the area of education will encourage social problem-solving and applied research rather than basic theoretical research.

1.17. With continued implementation of individual rights legislation, such as Title IX, there will probably be a shift in female enrollment from traditionally female-oriented programs to traditionally male-oriented programs.

1.18. Increasing numbers of minorities, women, handicapped, and older people will be seeking entrance to institutions of higher education.

1.19. Private educational institutions will seek (and receive) a higher percentage of funds from the public sector.

2. The Internal Environment

2.1. Errors in semester credit hour projections in the Biennial Submission must be adjusted annually to actual production for budgeting expenditure control.

2.2. Auxiliary Enterprises will continue the present downward trend of income after expenditures as fixed costs continue to increase.

2.3. Summer semester credit hour production will decline.

2.4. The base period for purposes of this document are the actual 1977 FY appropriations, which equals 100 percent level of funding.

2.5. Formulas for the distribution of state funds and the allocation of state funds will remain constant throughout the planning period.

2.6. Level of state appropriations funding will remain the same during both years of the biennium.

2.7. The North Texas State University Educational Foundation and other University Development activities will continue to provide an increasing level of enrichment funding to various programs.

2.8. Certain academic and nonacademic activities critical to the mission of the university must continue to be funded even though they are not income producing.

2.9. North Texas State University will continue to generate residenc credit hours through its off-campus operations.

2.10. Tuition rates will remain essentially the same.

2.11. Outside grants, contracts and gifts will continue to support research efforts and continuing education programs will gradually increase in amount.

2.12. The pattern of appropriations for special items will remain essentially the same.

3. University Policies

The policies of North Texas State University are to be ideally a supportive, if not constant, reaffirmation of its belief in the value of education for the improvement of the human condition. Thus, policies should be formulated to create and preserve a climate conducive to the discovery, acquisition, development, preservation and dissemination of knowledge. So too should such policies aid in the enchancement of the intellectual, cultural and proficiency levels of all who enter its programs.

As a public institution, however, the definite courses of action, or policies, sought by the various constituents within the university family are subject not only to the plenary control of the State, but also, when assisted in the pursuit of its goals by federal funding, to the applicable control of the federal government.

Thus, in the policy-making function, the institution is subject to the primary and overriding constraints of federal and state control through specific legislative acts and, insofar as such policies address themselves to the individual, the constitutional and legislative pronouncements relating to the civil rights of that person.

Although conforming to the primary constraints of constitutional

provisions and legislative enactments of both the federal and state governments, university policies must conform to myriad secondary constraints that can be external as well as internal, directive as well as interpretive. These may range from the General Appropriations Bill to a college's allocation of funds, or from a directive of the Coordinating Board to an opinion of the Attorney General.

Makers of the university policy, the Regents or their nominees within certain areas, are most often responding to the conditions and situations that, in the opinion of individual members of the university community, warrant a definite course of action upon the part of the university. To respond by policy, however, places these makers of policy within the center of a sphere of both primary and secondary constraints that, unless complied with, makes such policy both ineffective and unenforceable.

Assuming compliance with both external and internal constraints, together with the assurance that it does not conflict with prior policy, university policy must be promulgated to all whom it may affect.

Graphically, universal policy, from demand to promulgation might be as portrayed on the accompanying page.

The committee believes that the present Policy Manual is excellent and applauds this culmination of what appears to be months of effort upon the part of a number of people. It is properly indexed and appropriately cognizant of constitutional and legislative constraints and seems mindful of internal constraints as well.

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THE INSTRUCTION PROGRAM

DEFINITION

The instruction program includes those activities carried out for the express purpose of eliciting some measure of "educational change" in a learner or group of learners. "Educational change" is defined to include

(1) the acquisition or improved understanding of some portion of a body of knowledge;

(2) the adoption of new or different attitudes; and

(3) the acquisition or increased mastery of a skill or set of skills.

The activities that may be carried out to elicit these educational changes include both "teaching" activities and "facilitating" activities (which are more commonly associated with the design and guidance of a learning experience rather than with teaching something to a learner). Facilitating is an integral part of the design and conduct of an instructional program; academic advising is generally carried out in support of an instructional program (for example, clarifying requirements, describing alternatives). The instruction program includes both credit and noncredit instructional offerings.

THE SUBPROGRAMS

The NTSU Program Structure lists these subprograms within the instruction program:

1.1 General Academic Instruction	Includes instructional activities offered for credit, applicable to the degree programs of the university.
1.2 Community Education	Includes noncredit, nondegree instructional activities. Examples may be found in such units as the School of Community Services, Professional Development Institute, and within academic departments.
1.3 Preparatory/Remedial Programs	Includes such activities as English for foreign students, reading improvement.

GOALS OF THE INSTRUCTION PROGRAM

PREMISES:

A. The university will maintain a broad, carefully considered range of programs and academic concentrations that embrace both general and professional education and encompass graduate and undergraduate degree programs, postdoctoral study, and adult/continuing education programs.

B. The university will maintain a wide range of educational programs delivered in both traditional and distinctively creative modes and structures.

C. The university recognizes that the nature of instruction varies in relation to specific disciplines, type of physical facilities, and the interest and purpose of the student.

D. The university recognizes that instructional programs will be enhanced to the degree that their contents reflect current research and developments within the various disciplines.

GOALS:

1. Establish a workload that allows optimum commitment of faculty time and talent in a variety of instructional situations.

2. Identify and recognize excellence in teaching at both the graduate and undergraduate levels.

3. Support conditions by which students and faculty can more actively interrelate with each other in the context of their disciplines.

4. Ensure standards of excellence in degree programs and areas of concentration through an ongoing assessment plan.

5. Develop programs leading to selective recruitment and retention of outstanding undergraduate and graduate students.

6. Establish a means to foster and encourage the continuing renewal of faculty instructional skills.

7. Develop a continuing process of curriculum evaluation with the intent of determining the relationship between specific curricula and the mission of the university and providing the opportunity to develop a new curriculum.

8. Utilize procedures in which students have the opportunity to participate along with faculty in the development and evaluation of curriculum and instruction.

9. Provide each student with readily available, accurate, and continuing advising.

10. Continue to develop instructional programs in all geographical areas permitted by the Coordinating Board, and in all ways that meet the emerging needs of the university's constituency.

INSTRUCTIONAL GOAL OUTCOME AREAS

Specific operational objectives must be developed in support of the instructional goals of the university. Listed below are the "output goal" areas for which the institution's annual planning process needs to develop objectives and outcome measures. These are derived from the NTSU Institutional Self-Study for the Southern Association in 1973, based on faculty, student, and staff responses to the Institutional Goals Inventory. The goals inventory survey will be repeated during the fall semester of 1977. The groups are listed in order of priority expressed by the survey respondents.

1. INTELLECTUAL ORIENTATION. The university gives a highest priority to the intellectual development of its students, who may be expected to show:

    1. Intellectual capacities developed to the fullest.
    2. Increased desire and ability to undertake self-directed learning.
    3. Ability to synthesize knowledge from a variety of sources.
    4. A permanent commitment to learning.
    5. Competence in scholarly inquiry, scientific research, or problem definition and solution.

2. INDIVIDUAL PERSONAL DEVELOPMENT. A second student-centered priority concerns the development of one's unique human potential. Students should be helped to:

    1. Identify their own personal goals and develop means for achieving them.
    2. Develop a sense of self-worth, self-confidence, and capacity to have an impact on events.
    3. Develop a set of ethical principles to guide their personal conduct.

3. HUMANISM/ALTRUISM. To cultivate the students' sense of idealism and social concern so that they:

1. Are dedicated to improving the quality of human life.
2. Understand and respect peoples from diverse backgrounds and cultures.
3. Make concern for welfare of all mankind a central part of their lives.
4. Become conscious of the great moral issues of our time.

4. ACADEMIC DEVELOPMENT. To stress intellectual performance and academic mastery rather than an accumulation of credits so that students:

1. Acquire a good basic knowledge in the humanities, social sciences, and natural sciences.
2. Acquire depth of knowledge in at least one academic discipline.
3. Are held to high standards of intellectual performance throughout the university.
4. Are prepared for advanced study at a graduate or professional school.

5. ADVANCED TRAINING. To develop a strong and comprehensive graduate school which will provide:

1. Work leading to the doctorate in various fields in natural sciences, social sciences, and humanities.
2. Programs in such "newer" professions as education, business administration, and library and information sciences.
3. Advanced study in specialized problem areas, e.g., through research institutes or centers.

6. VOCATIONAL PREPARATION. To provide training for specific occupational careers. Emphasis will be given to:

1. Educational programs geared to new and emerging career fields.
2. Immediate entry into the job market.
3. Assistance in deciding upon a vocational career.
4. Retraining for those with rusty or obsolete job skills.

7. MEETING LOCAL NEEDS. To serve the surrounding metropolitan community by providing continuing education for adults.

(Note: The outcome goal ranked 8th relates to public service and the one ranked 9th relates to research. These are listed in the appropriate sections.)

10. CULTURAL/ESTHETIC AWARENESS. To increase students' sensitivity to and appreciation of various forms of artistic expression and to encourage students to express themselves artistically.

THE INSTRUCTION PROGRAM: *STRATEGIES AND PRIORITIES*

Throughout its history, this institution has had instructional goals that could be characterized as expansionistic and developmental. Indeed, the current mission statement portrays "an active and ever-changing institution which perceives and responds pragmatically to the emerging needs of a dynamic and rapidly developing society." The 1975 Program for Excellence calls for the creation of "new programs, whenever necessary and desirable, to expand and develop the centers of excellence." The 1976 Role and Scope Statement to the Coordinating Board outlines areas in which new programs, new instructional methods, and new organizational patterns are anticipated.

Nonetheless, the recent planning documents of the university place far greater emphasis on the improvement of the quality of the institution and the excellence of its programs. A major point of the 1975 program document pledges the university "to develop its academic programs to levels of excellence which are expected at the university." The role and scope document declares the intent "to be a quality institution in all its programs."

The producers of these documents made clear their understanding that the concept of excellence needs specific standards by which program results can be judged. It is important to repeat here a clarification of "excellence" as a goal. To be sure, the word usually connotes the condition of "being better than others." It is easy to infer in some contexts that a speaker uses "excellence" as a synonym for "reputation" or "prestige." In the context of the NTSU planning process, the term is intended to indicate "success in achieving one's objectives." To state as an objective "the achievement of excellence" thus becomes a tautology. "Excellence" becomes a meaningful term in the degree to which the university succeeds in stating operational objectives with measurable outcomes.

EVALUATING PROGRAM SUCCESS. One of the major emphases in the continuing development of a planning and budgeting process in 1977-78 will be in the identification of program outcome measures. The university priorities in this area include the following:

1. *Make evaluation a visible requirement of the planning and budgeting process.*

2. *Develop university guidelines on the evaluation of programs, with emphasis on the quality of the teaching/learning process.*

3. *Increase the emphasis in program planning on the development of outcome measures, based on well-defined criteria for academic achievement.*

4. *Develop a system for periodic evaluation of each faculty member, reward outstanding achievement, and upgrade the average level of performance.*

5. *Establish a systematic review of all degree programs and courses. If strong, continue; if marginal, act to improve or abandon them.*

CENTERS OF EXCELLENCE. The 1975 program for excellence pledges the support of diverse and flexible curriculum, programs, and degree criteria in order to remove barriers which may be restrictive to the development of centers of excellence (including interdisciplinary efforts) and to create new programs, whenever necessary and desirable, to expand and develop the centers of excellence. It is emphasized here that such centers cannot be developed in the absence of clearly understood criteria for excellence. The 1975 program calls for such centers to be "at a level of national and international recognition." The university still must articulate the results which may be expected to lead to such recognition. The priority in this area is as follows:

1. *Develop an institutional environment in which a number of academic units will elevate or sustain themselves to a level of national and international recognition.*

It is anticipated that within the decade two schools or colleges, five departments or divisions, and ten disciplines will have achieved such a level. Such centers of excellence will be achieved by recruitment and retention of outstanding faculty, by appropriate fund development, and by financial allocations for the support services necessary to program success.

FACULTY RECRUITMENT AND DEVELOPMENT. The instruction program goals for quality of instruction, student-faculty interaction, and faculty renewal are reflected in the following strategies:

1. *Continue the 1975 program of faculty recruitment designed to bring a minimum of ten teacher/scholars of national and international recognition to NTSU as new members of the permanent faculty.*

2. *Continue the parallel program by which approximately thirty additional teacher/scholars of similar reknown will be brought to the campus for periods of several months to two years on visiting professorships. About a third of these visitors will be chosen from professional areas such as business, industry, government, the press, the arts, etc., so as to give students and faculty the benefit of their experience.*

4. *Establish one additional endowed academic position per year for five years.*

5. *Emphasize regular faculty development leaves, especially where it will aid the development of academic specialties for friutful program improvement and development.*

FACULTY STAFFING POLICIES. The question of effective sizes for classes in different disciplines at different levels remains an important one of academic policy and of sound budget planning. It received added emphasis when the Texas Legislature prohibited payment of formula funding for "organized small classes," which the appropriations bill for 1978-79 defines as fewer than ten students in undergraduate level classes and fewer than five in graduate level courses.

1. *The academic vice president will develop norms by departments for class sizes, teaching loads, and new faculty positions. He will also use external norms from comparable institutions for comparative purposes in the development of planning policy.*

As noted in the section on planning assumptions, student response to employment demands by fields is causing noticeable fluctuations in enrollment sizes in a number of academic areas. This trend may be expected to continue and the fluctuations may indeed become more severe in some fields. In departments where student demand is expected to drop, plans should be devised to maintain effective minimum standards in terms of adequate course offerings, basic faculty personnel, and reasonable class size. These contingency strategies will be taken in such cases:

1. *Hold new faculty position approvals to a minimum.*

2. *Avoid replacement of retirees except on proof of need.*

3. *Avoid one-year extensions of retirement except on proof of need, but do use this in lieu of new fulltime hires.*

4. *Maintain a maximum number of teaching fellows but not to the degree of eliminating fulltime faculty from teaching basic courses.*

5. *Maintain a budget reserve fund for new faculty positions in expected growth areas.*

6. *Where possible, plan to maintain faculty stability with the aid of fee-based continuing education programs.*

STUDENT RECRUITMENT. All of the university's planning documents in recent years have emphasized student recruitment and admissions policy as instruments of planning for the instruction program. All of these call for a program of selective recruitment or of changes in admissions standards as a means of raising program quality. In most cases, the documents recognize the potential economic impact of restricting admissions in a period when higher education enrollments are generally expected to decline.

The self-study attempted to deal with the dilemma, calling for "higher standards of admission and retention than are now enforced. However, recognition is given to the fact that the university historically has admitted, and probably will continue to admit, a significant number of students with deficient backgrounds. Strong concern is expressed for the lack of specific attention given to the special needs of these students." Similarly, the 1975 Program for Excellence adopted plans to re-evaluate admissions policy and to create a strong student recruitment program. Current planning assumptions (1.11) state that "competition among institutions will cause greater emphasis to be placed on recruitment efforts, including faculty involvement in recruiting." It will also be noted that the goals presented earlier in this program section ask that we "develop programs leading to selective recruitment and retention of outstanding undergraduate and graduate students."

The president's progress report last year stipulated that recruitment efforts should be coordinated with the student counseling and advising with expectations of educational growth, minimum coursework duplication, and an expected enrollment level in the range of 17,000 to 20,000. The enrollment goal for the current five-year planning period is 18,500. Based on projections in the January 1976 role and scope report, these fall semester headcount and semester credit hour enrollments may be expected:

Fall	Headcount	UG Hrs.	Master's Hrs.	Doctoral Hrs.	Total Hrs.
1976	16,887	168,000	20,000	7,863	195,863
[actual*]	[17,016]	[167,851]	[18,944]	[8,610]	[195,405]
1977	17,267	168,000	21,375	8,275	197,650
1978	17,683	168,000	23,000	8,563	199,563
1979	18,066	168,000	24,500	8,793	201,293
1980	18,416	168,000	25,750	9,075	202,825
[1981*]	[18,769]	[168,000]	[27,590]	[9,100]	[204,690]

*added since role and scope report.

The policy questions of admissions and recruitment have not yet been resolved. The enrollment forecasts of any public institution cannot be relied upon with great confidence for the years just ahead. In this context, the following strategies for impacting the instructional goals through admissions/recruitment activities are set forth:

1. *Each department should develop a program of student recruitment to be integrated into a university program designed to identify and bring to NTSU students of diverse backgrounds and interests who possess outstanding potential for leadership and service as well as academic achievement.*

2. *The university will re-evaluate the present admissions policy.*

In carrying out this evaluation, the 1975 program guidelines are continued:

NTSU reaffirms its position of accepting all qualified persons and of emphasizing exit standards. It will also carefully examine the chances of success of underqualified applicants, as well as the effect of large numbers of such persons on the overall quality of its programs. Thus, the guiding principles in developing admission policies should be (a) an evaluation of the probability of success in the academic program of interest to the student, and (b) the special resources required to allow the student to reach the standards of performance of the program.

It should be noted in this regard that NTSU is a multipurpose university and its policies of admission to its various programs need not be rigidly standardized. Thus, each school or college should be allowed to establish reasonable admissions standards based on the criteria cited above.

Further, it should be recognized that once accepted, the serious student is entitled to all reasonable facilities and attention necessary to assist him in attaining his academic objectives.

STUDENT RETENTION. An important corollary of the admissions program is a program to provide greater information about student retention and causes of student attrition, leading to plans to increase student retention. Reports from the dean of admissions and records have stressed that efforts to improve student retention probably will have greater potential for favorable impact on the instructional program than will student recruitment activities. Accordingly, priority attention will be directed to the following:

1. *The Office of Admissions and Records is requested to provide regular reports of student retention rates by program.*

2. *The Office of University Planning and Analysis is requested to conduct surveys of nonreturning students and analyze factors associated with student attrition.*

3. *Each academic department is asked to make plans to improve student retention rates in its programs.*

Note: it is assumed that results of student retention programs may well lead to further modifications of university admissions policies.

OFF-CAMPUS INSTRUCTION. The institutional self-study in 1973 recommended "the extension of the educational program of the university to the metropolitan community by the most expedient and judicious process." Changes in Southern Association standards made possible the offering of resident credit in off-campus settings for the first time. The first such ventures continued the practices established for extension credit courses, making use of public building sites in the metropolitan area.

Stimulated further by the growing energy crisis and its anticipated impact on commuting students, the university in 1975 began leasing a downtown Dallas facility for graduate and continuing education programs.

The current planning assumptions (2.10) state that NTSU will continue to generate residence credit hours through its off-campus operations. The instructional program goals include a commitment "to continue to develop instructional programs in all geographical areas permitted by the Coordinating Board, and in all ways that meet the emerging needs of the university's constituency."

The basic policy and plans of the university for off-campus credit instruction are probably best stated in the role and scope statement to the Coordinating Board, adapted as follows:

For two generations, North Texas State University has been involved, through extension and correspondence programs, in serving the educational needs of students who cannot attend classes on campus. In the last five years, the university has begun to serve these students through the offering of residence-credit courses, especially in conjunction with the Federation of North Texas Area Universities. This involvement results from a concern for the educational well-being of mature, adult students who find it difficult to work 40 or more hours each week and commute to the Denton campus. Moreover, this university, even prior to the issuance of any Coordinating Board regulations, laid down its own guidelines to insure program quality and fiscal responsibility. It is important to note both the policy statement and internal procedures used to monitor off-campus programs.

NTSU believes that community colleges serve the needs of lower division students; many senior institutions offer general upper-division work. As a consequence, the off-campus offerings of this university are programs for graduate students.

The off-campus courses relate directly to degree programs, particularly professional master's degrees in such areas as education and teacher-oriented fields, public administration, business administration, library science, studies in aging, and economic education. Programs offered are designed to provide advanced training for teachers, administrators of a wide variety of agencies, business executives, insurance industry personnel, and professional librarians. Accordingly the university works closely with the chief administrators of area school districts, community colleges, public agencies, business corporations, and library systems; indeed, these administrators have requested these graduate programs for their employees.

Currently, 96 per cent of the off-campus residence-credit courses are taught by regular members of the graduate faculty. The other 4 per cent are taught by adjunct professors who have been approved by the Graduate Council as associate members of the graduate faculty and who hold credentials equal to those of the regular faculty. In short, the university regards off-campus courses as a part of the regular curriculum, and the courses are standard courses described in the institution's catalogs.

The university is also concerned that adequate support be given to students enrolled in these courses. That is a major reason for confining the offerings (with the exceptions stated below) to the Dallas-Fort Worth area so that the Denton libraries, the libraries of all Interuniversity Council institutions, and the large public libraries are available to students. It is a prime reason for leasing space in downtown Dallas, the city from which the largest number of off-campus students is drawn; this space allows for a full reserve library and a courier service to handle students' library needs. It also allows a computer terminal to be installed and linked to one of the computers on campus for instructional use. The other three major locations-- South Grand Prairie High School, the Texas College of Osteopathic Medicine, and the Dallas and Tarrant County community colleges-- all provide excellent classrooms and audio-visual equipment and provide easy access to all of the libraries.

The exceptions are courses in vocational-technical and adult basic education that are requested by the Texas Education Agency in cities outside the metroplex. However, TEA's regional service centers and a "traveling library" put together by the instructors provide support for these courses. Occasionally, there will be other courses outside the metroplex because of special funding, such as the State Bar of Texas and Texas Criminal Justice Council (law-focused education) or the Department of Labor (manpower economics), but these are offered only under such special circumstances, with NTSU designated to provide the educational services.

There are several reasons to confine most activity to the metroplex. One is quality control. Another is commuting distance for faculty. A third is the traditional presence of the institution in the North Central Texas area. A fourth is financial. Fiscal responsibility dictates that off-campus classes should have slightly larger numbers than on-campus classes. Normally, NTSU requires at least 10, sometimes 15, students for a graduate class off-campus; the average enrollment is actually over 20.

It is also important to note that, internally, the admissions process for students and the scheduling of classes follow the same procedures and standards as required on-campus. Furthermore, the Office of Academic Affairs (vice president's office) directly oversees the off-campus program. The peak demand is in the spring. The lowest demand is in the summer, especially because teachers can usually come to the campus then.

As has been true in many institutions, extension programs have changed markedly in the past few years due to the advent of residence-credit courses. However, North Texas State continues to offer a number of extension courses each year. Often, these courses serve special needs (e.g., the frequent need by students entering the graduate public administration program for the introductory undergraduate public administration course) and/or are offered in places not feasible for residence work (e.g., archaeology field trips or limnological research trips). Off-campus work is also offered through correspondence courses for persons unable to attend classes. Correspondence work consists mainly of basic undergraduate courses. Revisions in the correspondence program are envisioned, especially the adoption of modular instruction units and the use of cassette tapes.

The university's major off-campus activities will continue to be in the Dallas-Fort Worth metropolitan area. There may be some new metroplex locations from time to time; for example, the Career Development Center for Community College Personnel rotates all Federation courses for community college teachers among the various Dallas and Tarrant County junior college sites. Also, courses may be offered in various suburban locations such as Lewisville. Basically, however, programs currently offered will continue. New, nonmetroplex locations will be the result of specific requests by other agencies, such as the Texas Education Agency for vocational-technical education courses, or of extension, correspondence, and noncredit courses.

Because NTSU anticipates serving the Dallas-Fort Worth area in the future and because the university thinks it imperative that library, audio-visual, computer, and counseling services be provided on-site, NTSU will request approval of Dallas and Fort Worth graduate centers in the future. At the same time, North Texas will work more closely with the University of Texas at Dallas and the University of Texas at Arlington to avoid the development of an unnecessarily competitive situation with regard to programs.

Providing funds to lease a Dallas site will continue to be difficult and will require advance budgetary planning. The lease expenditure to date has received the highest institutional priority in the allocation of uncommitted funds. State agency resistance to expansion of off-campus credit instruction by all the state's institutions has increased in recent months; the NTSU program as now structured should be able to operate satisfactorily within the guidelines now being indicated by the Coordinating Board. Special consideration will need to be given to budgeting for faculty travel expense to off-campus sites; problems of impact on faculty load will need continued examination.

These special problems notwithstanding, the university priority in this area remains quite high and quite explicit:

1. *There will be a major continuing effort to establish and maintain permanent instruction/public service centers in Dallas/Fort Worth.*

SUMMER INSTRUCTION. Summer enrollment has trended downward, with minor fluctuations, for the last five years. The planning assumptions committee predicts that summer semester credit hour production will decline further unless present program management is modified. Steps to meet student needs with improved summer session procedures have already been taken and will be further developed. The strategies suggested are these:

1. *Continue to emphasize and promote the simplification of summer admission/registration procedures.*

2. *Continue to develop variety in lengths of enrollment periods available to students.*

3. *Identify student program needs as a basis for summer schedule planning -- for example, build on health science related areas.*

4. *Explore development of programs for certification in some career fields to be taught for credit in summer.*

COMMUNITY EDUCATION. This subprogram has developed extensively in some areas of the university in recent years to provide noncredit, nondegree instruction. It has concentrated most heavily in career-related areas. The activities meet the needs of the university constituency in (1) retraining in new career fields, (2) improving and maintaining competency in an established field, and (3) obtaining certification. In addition, some programs will be conducted for leisure activity, but these cannot be relied upon to generate faculty support dollars in the regular operating budget.

The bulk of community education activity is concentrated in the School of Community Service, although a major expansion has taken place in the business administration area through creation of the Professional Development Institute. The current planning assumptions assert a major need in the community education field, and the university's primary strategy has now become the expansion of such opportunities in every academic area:

1. *Every academic department in the university should emphasize the development of noncredit continuing education programs.*

IN SUMMARY. At this stage in the evolution of a planning and budgeting process, only the designated pilot departments have undertaken a formal program plan development. This is not to say that the other departments have not been engaged in program planning; evidence of such activity may be found in the 1973 self-study and in the 1976 role and scope statement. The reader is referred to Part IV of the latter document, "Overview Statement," which suggests the program development expected in each of the academic areas. Also of value at this time are the five-year plan documents produced by the pilot units in the spring and summer of 1977. It is anticipated that, in the fully developed planning/budgeting cycle, this stage of the statement of strategies and priorities will be able to give a comprehensive overview of the total university planning for academic programs. Similarly, it is expected that each school or college, and each department within each school or college, will each year generate plans for the instruction program and each other program in which it has a role.

As Fiscal Year 1978 begins, the following statements of priorities for the university instruction program may be made:

1. *Outcome Measures*

The program planning strategy for the instruction program relies on development of systematic evaluation techniques. For the instruction program, all departments and the university administration will emphasize the development of measures of educational outcomes for the evaluation of program success.

2. *Teaching Effectiveness*

The university will give a higher priority to the importance of teaching effectiveness and will reward its achievement.

3. *Centers of Excellence*

The university will develop an environment in which a number of academic units will elevate themselves to a level of national and international recognition. This requires the definition of criteria necessary to identify a center of excellence.

4. *Faculty Recruitment*

The university will continue and enlarge its program to recruit outstanding teacher/scholars for the permanent faculty and as visiting professors.

5. *Faculty Development*

Faculty members will be aided by a formal program to continue development of their skills and specialties.

6. *Academic Loads*

Standards will be developed for optimum effectiveness in class size, teaching loads, and creating new faculty positions.

7. *Staffing Standards*

Faculty staffing patterns will be controlled carefully to maintain standards in academic areas experiencing a decrease in student demand.

8. *Staffing Flexibility*

Budget reserves will be maintained to provide staffing flexibility for academic areas experiencing growth in student demand.

9. *Faculty Budgeting*

Faculty budget planning should incorporate noncredit continuing education programs wherever possible.

10. *Student Recruitment*

The university and each department should develop plans to recruit students of high potential.

11. *Admissions Policy*

Admissions policies will be evaluated in terms of the stated mission and goals of the university and of each school and college.

12. *Student Retention*

Studies of student retention by program and of factors involved in student attrition will lead to programs for improving student retention.

13. *Off-Campus Instruction*

There will be a major continuing effort to establish and maintain permanent instruction/public service centers in Dallas/Fort Worth.

14. *Summer Session*

Improved understanding of student demand will lead to increased options in summer enrollment period lengths, to identification of program areas needing more schedule emphasis, and to greater attractiveness of summer study in general.

15. *Community Education*

Every academic department on the campus is asked to develop plans for noncredit continuing education programs.

2

THE RESEARCH PROGRAM

DEFINITION

The research program includes those activities intended to produce one or more research outcomes including the creation of knowledge, the reorganization of knowledge, the application of knowledge, and creative production. It includes both those activities carried out with institutional funds and those carried out under the terms of agreement with agencies external to the institution. Research activities may be conducted by any number of organizational entities including research divisions, centers, and institutes. (Instructional activities such as workshops, short courses, and training grants should not be classified within the research program.)

THE SUBPROGRAMS

The NTSU Program Structure lists these subprograms within the research program:

2.1	Institutes and Research Centers	Research activities conducted within the framework of a formal organization other than instructional departments. Example: Institute of Applied Sciences.
2.2	Individual or Project Research	Research activities that normally are managed within the academic departments. Examples: faculty research supported by the appropriated element, organized research, sponsored research from federal and private grants.

GOALS OF THE RESEARCH PROGRAM

PREMISES:

A. The university recognizes that the research program is dedicated to the discovery, development, and use of knowledge.

B. The university recognizes that the cornerstone of the research program is an atmosphere of free inquiry, both as a basis for effective instruction and as an essential and unique means for the advancement of civilization.

C. The university recognizes that significant research, creative productions, and scholarly publication are essential to establishing a strong academic reputation for North Texas State University.

GOALS:

1. Ensure that students, faculty, and professional staff realize they are expected to engage in research activities which will result in creative productions and scholarly publications.

2. Provide financial support both from within and outside the university to faculty, students, and professional staff in terms of research assistants, secretarial services, computer facilities, library usage, and other services so that significant research programs can be carried out.

3. Provide for individual and coordinated scholarly and professional activity which will result in identifiable spheres of prominence for North Texas State University.

4. Acknowledge and reward meritorious creativity, research, and publication.

RESEARCH GOAL OUTCOME AREAS

The Institutional Goals Inventory responses do not provide as much assistance in the development of specific research objectives as they do in some other areas. The statement derived from that study, ranked ninth in priority listing, reads as follows:

9. RESEARCH. The university will contribute, through research, to the general advancement of knowledge. This effort should include basic research in the natural and social sciences. However, this goal does not presume to assign high priority to the performance of contract research for government, business or industry.

THE RESEARCH PROGRAM: *STRATEGIES AND PRIORITIES*

Even though the university continues to emphasize the importance of research to its basic mission, its existing revenue base is not large enough to offer the means for major campus-wide improvement. In spite of substantial gains in recent years, the increase of dollars for research is a major need.

The Institutional Self-Study in 1973 described the administration and funding of research and its relationship to faculty morale and effectiveness at the university. The report said, "It is noted that a formal university policy statement fully endorses the principle that one of its main functions is the search for new truths and the expansion of boundaries of human knowledge. There has been an extraordinary increase in research activity during the past decade (four-fold as measured by funding, ten-fold as measured by publications), but there is yet considerable faculty uncertainty about the role of research at the university, and particularly about upper-level administrative attitudes toward it."

Nevertheless, the Self-Study report concluded, "the current level of research effort is still considered poor by the committee when consideration is given to the large number of faculty with no research involvement at all. Research is reported as minimal or nonexistent in nearly one-half of the departments of the university, and this is viewed as a serious problem for the graduate program." Other universitiy documents, including the 1975 Statement of Goals and Program for Excellence and the July 1976 biennial request for legislative appropriations, stress the need for increased funding to support research. The President's 1976 Institutional Progress Report to the Board of Regents pledged efforts to increase external funding (for research and other sponsored projects) by 50 per cent.

Research expenditures for the past five years have developed as follows:

Year	External	State	Total
1972	$302,248	$551,683	$ 853,931
1973	273,304	548,041	821,345
1974	377,271	651,120	1,028,391
1975	470,481	717,465	1,187,946
1976	744,764	758,255	1,503,019

Just as the impetus for increased support appears to be gaining, however, a reduction in state appropriations has been made. Fiscal 1977 appropriations were $793,933 and the same amount has been provided for the year beginning September 1, 1977. For fiscal 1979, however, the appropriation is $396,966. Had research dollars been appropriated according to the formula recommended by the Coordinating Board, the amount for each year would have been $1,180,011. The university actually sought Level 4 funding (beyond the formula base) of $2,538,139 for 1978 and $2,729,758 for 1979.

In this financial environment, then, the major strategy must be to involve all departments of the university in planning research programs and in the search for funding. These priorities are recognized:

1. *Departmental Research Development*

   Each academic department having a commitment to graduate studies is to develop a five-year plan for research, identifying its areas of greatest competence and opportunity, and proposing methods and sources of external funding. The department should consider the self-study recommendation to establish a departmental research coordinator or committee if it has not already done so.

2. *Support to Faculty for Research Proposals*

   The university administration commits itself to improving the system for obtaining and allocating external research funding. In keeping with the 1975 Program for Excellence, increased advice and assistance in the preparation and submission of grant proposals will be made available to the faculty and staff.

3. *Gaining Legislative Support*

   The university will work to increase legislative interest in the importance of the organized research program, with the goal of receiving full-formula research funding in the 1980-81 biennium.

4. *Faculty Recruitment*

   Improved research capabilities will be among the factors given importance in the faculty recruitment program outlined elsewhere in this document.

5. *Centers of Excellence*

   Significant research activity will be <u>one</u> of the important measures in determining that certain academic units have elevated themselves to a level of national and international recognition.

3

THE PUBLIC SERVICE PROGRAM

DEFINITION

The public service program includes those program elements established to make available to the public the various unique resources and capabilities of the institution for the specific purpose of responding to a community need or solving a community problem. Included in this program are the provision of institutional facilities as well as those services of the faculty and staff that are made available outside the context of the institution's regular instruction and research programs.

THE SUBPROGRAMS

The NTSU Program Structure lists these subprograms within the public service program:

3.1 Patient/Client Services	Activities that benefit patients/clients through services rendered in a hospital or clinical/diagnostic setting. Examples: Vocational Rehabilitation Center Speech and Hearing Center Pupil Appraisal Center Psychological Services Center for Behavioral Studies
3.2 Community Services	Services other than instruction or research beneficial to individuals or groups outside of the university. Examples: consultant services, conferences and meetings, provision of facilities.

GOALS OF THE PUBLIC SERVICE PROGRAM

PREMISE:

The university serves as a broad source of enrichment for citizens of the Dallas-Fort Worth Metroplex, the State of Texas, and, ultimately, citizens of the world.

GOALS:

1. Build a public service program designed to assist and interact with the university's various publics which would provide assistance through such means as computers, libraries, conferences, research, and individual consultation to business and industry, the needs of governments, labor, the professions, alumni, and the general public.

2. Encourage a strong commitment to all the university's educational programs throughout the entire sphere of its public influence.

3. Promote cultural interchange and sharing with the various publics and other colleges and universities of the Metroplex and Texas as a whole.

PUBLIC SERVICE GOAL OUTCOME AREAS

Specific objectives should be developed for each activity in this program area. Consideration should be given to the following statements, ranked seventh and eighth in the Institutional Goals Inventory:

7. MEETING LOCAL NEEDS. To serve the surrounding metropolitan community by providing:

    1. Service as a cultural center for the community.
    2. Assistance to local agencies in solving social, economic, or governmental problems.

8. PUBLIC SERVICE. To provide public service to regional, state and national agencies. The university will thus:

    1. Be responsive to regional and national priorities in designing and implementing new programs.
    2. Focus its resources on the solution of major social and environmental problems.
    3. Help people from disadvantaged communities acquire knowledge and skills they can use in improving community conditions.

THE PUBLIC SERVICE PROGRAM: *STRATEGIES AND PRIORITIES*

Public service activities outside the instruction and research category were once carried out on a less structured, more casual basis. This university, like a number of others, has begun to recognize that it falls short of its mission if it does not contribute some of its resources in the service area. This was articulated somewhat in the section on special activities in two institutional self-studies, although community education functions were the major concern of these reports. By the time of the 1976 role and scope report, however, service activities had assumed a more prominent place in thinking about the university mission. The following statement of plans is excerpted and condensed from that report.

Public service activity is likely to be increased in such areas as consumer services, psychological counseling and child care. Drama hopes to make arrangements for increased repertory opportunities for its students. The College of Education will offer its services to public school and community college districts. The College of Business Administration through its Professional Development Institute will respond to a number of needs of the business community.

The most vigorous expansion of special activities, however, will occur through the School of Community Service, which, as its name implies, is the campus unit designed to accommodate a wide variety of community and public service activities. The School of Community Service will basically be extending and expanding present programs rather than developing new ones. The policy of working closely with State, Federal, local and private agencies and organizations will be maintained. Additional emphasis will be given to a program in genetics screening and counseling directed to health professionals and ancillary personnel, and to applied science.

Public service programs will continue to be maintained at a high level by such divisions within the School of Community Service as the Center for Economic Education, working with the Texas Education Agency, the Texas Council on Economic Education, and local school districts; the Center for Rehabilitation Studies, working with the Rehabilitation Services Administration and the Texas Rehabilitation Commission; the Center for Studies in Aging, working with the Governor's Committee on Aging, Area Agencies on Aging, and several other state and local agencies and organizations; the Manpower and Industrial Relations Institute, working with the Department of Labor, the Joint Council on Economic Education, state agencies, and local CETA prime contractors; and the University Center for Community Service, working with groups such as local public officials, school food service personnel, the Texas Department of Community Affairs, and the Department of Health, Education, and Welfare.

Two types of public service activities will become increasingly important. The first of these is technical assistance upon request, particularly to state and local governmental units. The second is the area of instructional materials development, particularly for use in continuing education and public service activities, both through the University Center for Instructional Services and through the school's own publications program.

Public service also involves the delivering of direct services related to the teaching and research missions of the university. The Center for Behavioral Studies offers treatment to autistic children while providing students practical experience in working with such children and opportunities for graduate research. Similar arrangements exist and will be expanded for the Center for Rehabilitation Studies and the Genetics Screening and Counseling program.

The Department of Psychology through its Applied Training Unit and the College of Education through its Pupil Appraisal Center maintains similar service-learning-research possibilities, as does the Division of Communication Disorders with the Speech and Hearing Clinic.

Another area in which special activities are likely to grow is the fine arts. Annually, art, drama, music, and dance provide an important segment of the cultural life of Denton County and the North Texas area. Increasingly, the representatives of the fine arts are asked to perform outside the Denton area. These representatives, as one might expect, include faculty artists, but they also include several student groups.

While some of the services thus outlined in the role and scope statement arise naturally from other instruction and research programs, future developments must include a major concern for increased external funding. The appropriations formulas do not generally recognize or provide for this program area. Its significant development naturally depends largely upon fee income, gifts, or grants. The strategy of the university has therefore developed as indicated by this statement:

1. *Developing Service Opportunities*

   Each department is encouraged to identify special opportunities for enlarged public service, to develop plans for providing appropriate responses to those opportunities, and to devise the means of developing fund support to provide the resources needed for service programs.

4

THE ACADEMIC SUPPORT PROGRAM

DEFINITION

The academic support program includes those activities carried out in direct support of one or more of the three primary programs (instruction, research, public service). This program includes (1) activities related to the preservation, maintenance, and display of both the stock of knowledge and educational materials, (2) activities that directly contribute to the way in which instruction is delivered or research is conducted, such as educational media services and academic computing, (3) activities directly related to the administration of academic programs, and (4) activities related to the professional development of academic personnel.

THE SUBPROGRAMS

The NTSU Program Structure lists these subprograms within the academic support program:

4.1	Library Services	
4.2	Museums and Galleries	
4.3	Educational Media Services	
4.4	Academic Computing Support	
4.5	Ancillary Support	These are usually unique to a particular academic program. Examples: Radio Station KNTU, Physics Machine Shop, Nursery School
4.6	Academic Administration	Provides administrative and management support specifically for the institution's academic programs. Includes the academic deans, administrative activities of department chairmen, the Faculty Senate, tenure committees, and academic program advising. Excludes the academic vice president's office.
4.7	Course and Curriculum Development	Planning, research, and evaluation activities, excluding work of individual faculty in improving their current course offerings.
4.8	Academic Personnel Development	Staff development, professional meetings, leaves, faculty awards.

GOALS OF THE ACADEMIC SUPPORT PROGRAM

PREMISES:

A. The university will maintain a faculty and staff of increasingly high quality who are capable of creating, assembling, organizing, and communicating the knowledge, skills, and attributes which are needed by students, and who are devoted to the guidance and assistance of students in the learning process and in a search for self-fulfillment.

B. The university will maintain and improve all necessary facilities, equipment, materials, library, and union to create the optimum conditions conducive to the intellectual, emotional, and esthetic growth of the university community.

GOALS:

1. Give high priority to the retention of excellent faculty and professional support staff by providing financial incentives, staff support, a positive atmosphere for research, and other appropriate benefits.

2. Provide auxiliary teaching-learning support for faculty and students as an assistance to excellent instruction. Specifically, attention will be given to development leave programs, the library, the computing center, media and instructional centers, teaching-research aids, and learning laboratories.

3. Ensure flexibility within academic, support, and governance areas of the university by establishing the machinery for rapid budgeting response to and implementation of special needs.

4. Ensure that the various support systems of the university (such as the library, university store, media centers, computing center, union, and offices which govern admission, registration, and records) recognize as their primary functions the assisting of students and faculty members in fulfilling more expediently their respective roles in the learning process.

5. Provide an economical, functional registration system and implement an additional preregistration and/or continuous registration system.

ACADEMIC SUPPORT GOAL OUTCOME AREAS

In developing specific operational objectives in support of these goals, attention should also be directed to the following "process goals" developed from the Institutional Goals Inventory. These were ranked second and fourth in priority in a list of nine process goal areas.

(Note that these are "process goals" in contrast to the "output goals" which have been listed in the preceding sections.)

2. INTELLECTUAL/ESTHETIC ENVIRONMENT. To create an institution known widely as an intellectually exciting and stimulating place. The desired conditions would be recognized by a campus climate involving:

    1. Creative individuals relating readily to each other in productive ways.
    2. A rich program of cultural events such as lectures, concerts, and art exhibits.
    3. Students and faculty coming together easily for informal discussion of ideas of mutual interest.
    4. Much student free time spent in intellectual and cultural activities.

4. INNOVATION. To build a campus climate in which continuous educational innovation is accepted as an institutional way of life. Specifically, this would seek to:

    1. Experiment with new instructional media and technologies.
    2. Create procedures by which curricular or instructional innovations may be readily initiated.
    3. Experiment with different methods for evaluating and grading student performance.

THE ACADEMIC SUPPORT PROGRAM: *STRATEGIES AND PRIORITIES*

Improvement of auxiliary teaching/learning/research services for the faculty and student body was the priority item in the academic support category of the 1975 Program for Excellence. Commitments made since that time have led to the early stages of implementing the following strategies:

1. *Media Library*

   The university will provide new building space, capital equipment, and increased operating funds to provide library services in support of instructional improvement through increased use of instructional media.

2. *Improving Teaching Skills*

   The university will commit space, equipment, and operating funds to assist faculty members in the development of improved instruction techniques, especially in the design of instructional programs making use of various media. This will be done through the Center for Instructional Services, which reports to the academic vice president.

3. *Computing Services*

   The university will increase the number of computer terminals available for instructional use. Faculty will be added (as in the School of Music) who are experienced in the use of computer-aided instruction. The president will appoint a committee to plan the enlargement of the Computing Center to meet expanding needs of the university, including the support of the instruction and research programs.

4. *Faculty Development Leaves*

   Despite absence of appropriations specifically for the purpose, the university will develop unallocated fund balances to support the re-institution of the faculty development leave program. (See also 5. Faculty Development under instructional program priorities.)

5

THE STUDENT SERVICE PROGRAM

DEFINITION

The student service program includes those activities carried out with the objective of contributing to the emotional and physical well-being of the students as well as to their intellectual, cultural, and social development outside the context of the institution's formal instruction program. The student service program attempts to achieve this objective by

(1) expanding the dimensions of the student's educational and social development by providing cultural, social, and athletic experiences;

(2) providing those services and conveniences needed by students as members of an organized university community; and

(3) assisting students in dealing with personal problems and relationships as well as in their transition from student to member of the labor force.

THE SUBPROGRAMS

The NTSU Program Structure lists these subprograms within the student service program:

5.1 Student Service Administration	Includes administrative activities in support of student activities. Examples: dean of students programs for international students and handicapped students.
5.2 Social and Cultural Development	Examples: student publications, the Student Association, Fine Arts Series, lecture/film/art programs, clubs and fraternities, student recreation, intramural athletics.
5.3 Counseling and Career Guidance	Examples: counseling, testing, placement services.
5.4 Student Health/Medical Services	
5.5 Student Auxiliary Services	Examples: housing, food service, the Union, retail services
5.6 Intercollegiate Athletics	
5.7 Financial Aid Administration	

GOALS OF THE STUDENT SERVICE PROGRAM

PREMISES:

A. The university will maintain an environment which supports and encourages teaching and learning while continuing to protect the rights and freedoms of students.

B. The university recognizes that the worth and dignity of each student are primary concerns in academic, fiscal, and student service decision making and policy formation.

GOALS:

1. Provide a variety of cocurricular educational programs, activities, and services which respond to the developmental needs of differing student populations within the university community, recognizing the concept of the extended campus.

2. Establish means by which student affairs programs and personnel can be utilized to support and improve the academic, personal, and interpersonal counseling efforts of the university.

3. Maximize student access to major university services, such as the Union, the Library, and recreational facilities.

4. Implement a program to increase campus awareness of the services available to students, faculty, and staff.

5. Provide supplemental services for student development in areas of specific academic deficiency, physical and social-interpersonal competence, personal self-awareness, autonomy and identity, and a sense of purpose.

6. Develop a comprehensive program of recreation and athletics encompassing a wide range of sports on individual, intramural, and intercollegiate levels.

STUDENT SERVICE GOAL OUTCOME AREAS

In developing specific objectives, student-related outcomes should reflect a concern for many of the goal areas listed in other sections. The following process goals, for instance, should yield a number of outcomes desired for this program:

1. COMMUNITY. To develop a sense of community, creating a spirit and morale which contribute to the common goals of the university, marked by:

    1. Mutual trust and respect among students, faculty, and administrators.
    2. Open and candid communication throughout the university.

2. INTELLECTUAL/ESTHETIC ENVIRONMENT. To create an institution known widely as an intellectually exciting and stimulating place, recognized by a campus climate involving:

    1. Creative individuals relating readily to each other in productive ways.
    2. A rich program of cultural events such as lectures, concerts, and art exhibits.
    3. Students and faculty coming together easily for informal discussion of ideas of mutual interest.
    4. Much student free time spent in intellectual and cultural activities.

9. COLLEGIATE ENVIRONMENT. Ranked ninth and last in the Institutional Goals Inventory, these responses gave relatively little emphasis to the goal of carrying on a broad and vigorous program of extracurricular activities for students. Such a collegiate environment is characterized by:

    1. Operation of social fraternities and sororities.
    2. Opportunities for students to come together for purely recreational or social purposes.
    3. Excellence in intercollegiate athletic competition.
    4. Provision of a period in life that will be remembered for its good times and good friendships.

THE STUDENT SERVICE PROGRAM: *STRATEGIES AND PRIORITIES*

1. *Equal Opportunity*

   The university will provide equal access to all programs without regard to the sex of the student.

2. *Handicapped Students*

   The university will plan its programs (not just facilities) to make them accessible to the physically handicapped student.

3. *Social/Cultural Development*

   The university will seek an increase in the student service fee as one means of increasing financial support to improve the fine arts and the intramural and club sports programs.

4. *Student Housing*

   Providing alternate types of housing facilities is a major priority, especially for conference housing in support of instructional and public service programs.

5. *University Union*

   The problem of increased operating costs needs to be handled in part by even greater care in budget planning, in part by a reasonable allocation of some costs to other programs making use of the facility (e.g., sharing of utility costs), and in part by total program planning to increase Union revenue opportunities.

6. *Athletic Funding*

   The dependence of intercollegiate athletics on other auxiliary enterprise activities for revenue must be reduced while the search continues for alternate fund sources for support for all athletic programs.

7. *Athletic Conference*

   The university will seek membership in the Southwest Conference.

6

THE INSTITUTIONAL SUPPORT PROGRAM

DEFINITION

The institutional support program consists of those activities carried out to provide for both the day-to-day functioning as well as the long-range viability of the institution as an operating organization. The overall goal of the institutional support program is to provide for the institution's organizational effectiveness and continuity. It does this by

(1) providing for planning and executive direction;

(2) providing for administrative and logistical services;

(3) maintaining the quality of the physical environment;

(4) enhancing relationships with the institution's constituencies; and

(5) obtaining a student body having those characteristics consistent with the mission and goals of the university.

THE SUBPROGRAMS

The NTSU Program Structure lists these subprograms within the institutional support program:

6.1 Executive Management	Consists of those executive-level activities concerned with the overall management of and planning for the entire institution. Examples: executive direction (Board of Regents, president, vice presidents), planning and budgeting, legal services.
6.2 Financial Management and Operations	Examples: fiscal control, financial operations, investment management, grants and contracts financial management.
6.3 General Administration and Logistical Services	Examples: Personnel Office, equal opportunity programs, facilities scheduling and space allocation, police, fire protection, trash collection, purchasing, inventory, central receiving, motor pool, parking, shuttle bus service, campus mail, printing, telephone.

6.4	Administrative Computing Support	
6.5	Physical Plant Operations	Includes those activities related to maintaining existing grounds and facilities, providing utility services, and planning and designing future plant expansions and modifications.
6.6	Faculty and Staff Auxiliary Services	
6.7	Public Relations and Development	Includes information dissemination/ promotion, governmental relations, alumni and constituency relations, and nongovernmental fund solicitation.
6.8	Student Recruitment, Admissions, and Records	

GOALS OF THE INSTITUTIONAL SUPPORT PROGRAM

PREMISES:

A. The university will continue to maintain and enhance a stature appropriate to one of the top-ranking universities in the state, recognizing and accepting its responsibilities as an educational leader.

B. The university recognizes the need for facilities which are designed to encourage intellectual, esthetic, and physical well-being for the university community.

GOALS:

1. Provide means by which knowledge and mutual appreciation of the roles and contributions of the several divisions and units of the university can be broadly disseminated and by which closer communication between instructional faculty and all other support services is established, enabling the entire campus to experience a clearly defined sense of direction.

2. Allocate resources, both technical and fiscal, to develop academic programs to levels of excellence.

3. Increase the activity of a systematic and sustained program for the acquisition of funds from sources outside the university on the local, state, and national levels.

4. Establish and maintain means by which university support services, such as computer and media resources and administrative services, are better utilized by all facets of the university.

5. Ensure commitment to a mission and goal-oriented system of planning and budgeting.

6. Establish and implement a clearly defined, workable system of organization and governance for the university.

7. Improve communication with the university's nontax-based constituents (alumni, foundations, corporations, etc.) in order to include their thinking in institutional planning and increase their understanding, loyalty, and support of university purposes and programs.

ADMINISTRATIVE SUPPORT GOAL OUTCOME AREAS

In the task of preparing operational objectives in support of goals in this program, the following "process goal areas" from the Institutional Goals Inventory should be recognized:

1. COMMUNITY. To develop a sense of community, creating a spirit and morale which contribute to the common goals of the university. The desired attitudes may be recognized in a campus climate in which is found:

    1. Mutual trust and respect among students, faculty, and administrators.
    2. Open and candid communication throughout the university.
    3. Open and amicable airing of differences.
    4. Faculty commitment to university goals as strong as that to professional careers.
    5. Concern for total university which overrides constituent group interest.

3. EVALUATION/PLANNING. To organize the university to provide for continuous planning and evaluation of all programs marked by:

    1. Periodic critical examination of policies and practices.
    2. Continuous short-, medium-, and long-range planning for the total institution.
    3. Acceptance of systematic program evaluation as standard procedure.
    4. Evidence that the institution is actually achieving its stated goals.

5. DEMOCRATIC GOVERNANCE. To create a system of campus governance that will:

    1. Be genuinely responsive to the concerns of people at the university.
    2. Assure individuals the opportunity to participate or be represented in making any decision which affects them.
    3. Involve students, faculty, administrators, and regents significantly in campus governance.
    4. Resolve equitably conflicts between divergent interest groups.

6. EXTERNAL RELATIONS. To develop understanding and mutually beneficial relations between the campus and external constituencies. This would include efforts to:

1. Cooperate with other universities to meet educational needs of region.
2. Interpret the nature, purpose, and work of the university to interested publics.
3. Encourage local citizenry to become more a part of the campus.

THE INSTITUTIONAL SUPPORT PROGRAM: *STRATEGIES AND PRIORITIES*

1. *Planning and Budgeting*

   The Planning and Budgeting Task Force will be continuing with the goal of involving every university unit in a fully operational process by 1980. The President's Cabinet will have the responsibility of serving as a "university planning council" to implement and review the process for presentation to the Board of Regents.

2. *Goal Definition*

   The self-study request for evaluation of institutional effectiveness based on operationally defined objectives is noted as a major university need. The university community will be asked to participate in this process on a continuing basis through use of the Institutional Goals Inventory.

3. *Program Evaluation*

   The commitment to evaluation of faculty and of instructional programs (see 1 and 2, instructional program) will also extend to all other program areas and to administrative personnel.

4. *Budget Management*

   A major budget planning strategy will be to forecast and plan the use of unallocated balances from education and general funds for use in funding difficult formula areas.

5. *Communicating Policies and Plans*

   The university will emphasize methods for formulating policies and plans which involve full advance communication to the university community and the provision of responses from affected individuals and groups prior to the implementation of such policies and plans.

6. *Facilities Development*

   The facilities development program will emphasize provision of specialized program space now lacking, modernization of substandard or outmoded facilities, and improved utilization of general instructional space.

7. *Legislative Relations*

The planning/budgeting process will be required to develop rational program funding requirements in order to provide a rational information basis for a continuing legislative relations program.

8. *External Funding*

The university will increase its effort at private funding. Development of discretionary funds should be built into the planning effort of each school and college.

9. *Development Fund Priorities*

All programs should work through the planning and budgeting process so that the university priorities developed may become the basis of the university fund development program.

10. *Community Relations*

An analysis of problems and opportunities should lead to the improvement of programs for relations with the Denton community.

11. *Regional Planning*

The university administration and Board of Regents will take leadership roles in developing additional regional dialogs looking toward regional higher education systems development.

APPENDIX A

ABSTRACTS OF PILOT UNIT REPORTS

ACADEMIC DEPARTMENTS

- Accounting and Information Systems
- Art
- Biological Sciences
- Economics
- History
- Journalism

CENTERS AND INSTITUTES

- Institute of Applied Sciences
- Rehabilitation Studies

ADMINISTRATIVE UNITS

- Admission and Records, Office of
- College of Arts and Sciences
- Development/Alumni Activities
- Computing Center
- Food Service
- University Store
- Dean of Students
- University Union

A B S T R A C T

Planning and Goals Statement
of the
Department of Accounting & Information Systems

The department essentially accepted the statement of North Texas State University's Planning Assumptions, 1977-81. In developing its missions and goals, this outline was followed.

I. Instruction--Regular

Instruction--Nondegree

II. Research

III. Public Service

IV. Academic Support

V. Annual and Five-Year Budget Projections[1]

Each section, such as Instruction--Regular, was developed in the following fashion. A detailed statement of the planning assumptions was made about the department's regular credit-hour instructional program. Thus, assumptions are made about the rate of growth, changes in demand that will cause degree programs to be modified, the accreditation environment in which the programs are offered, etc. Specific responses were established as goals, i.e., establishment of a new program, modification of another, delineation of program standards in general terms, faculty recruiting objectives, and other prospective achievements.

The next step was critical for, without it, difficulty would be encountered in trying to develop a definitive budget. Operational implications were developed directly from the goals statement. These were very specific and include the establishment of timeframes. In most cases, they are directly referenced to a goal statement.

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[1]Part V is incomplete and, therefore, has not been submitted; probable completion date, June 1, 1977.

The elaborateness of the operational implications statements should make the development of a definitive, documentable annual budget a less formidable task than it has been in the past. Furthermore, the internal consistency and the articulation between years should meet a much higher standard than has heretofore been the case.

ABSTRACT
DEPARTMENT OF ART

The Unit Plan for the Department of Art, as a planning/budgeting pilot unit at North Texas State University contains the following components: 1) an organization sheet; 2) a review of the document, Mission and Goals of North Texas State University; 3) the five year goals for the Department of Art; 4) first year objectives for the Department of Art;5) a review of the document, North Texas State University Planning Assumptions, 1977-78; 6) unit functions; 7) a five year plan, both narrative and tabular form; 8) the annual plan; 9) items for further study; and 10) critique of the planning process.

The organization sheet describes the process which the Department of Art employed to evolve the Unit Plan. It was a process which involved grass roots participation by all members of the faculty.

After reviewing the Missions and Goals of NTSU and the Planning Assumptions, the art faculty evolved a set of five year goals for the Department. Working from these goal statements, a five year plan, in both narrative and tabular form, was developed. These goals and the five year plan project a period for the Department of Art which will focus upon review, refinement, and improvement of already existing programs in art. The primary thrust will be toward attainment of accreditation by the National Association of Schools of Art. Emphasis will be upon increased quality, with little anticipated growth in student enrollment. Some consideration will be given to adjusting the ratio of undergraduates to graduates, with an effort to increase the number of graduate students. Consideration will

also be given to altering or modifying existing programs to better prepare students for the professional careers in art which they will pursue. New or additional programs will be very limited and implemented only after very carefuly planning and analysis. These goals seem to be consistent with the University's goals and seem to be compatable with the planning assumptions set forth by the University.

Within this framework, a set of objectives for the first year was developed and served as the basis for developing the annual plan. Within this first year, the Department of Art proposes to maintain the quality of the professional programs presently in existence by seeking additional support and space for them. The year will also involve a considerable amount of review and evaluation of the program and the related support services. No dramatic change in student enrollment is planned or projected. Efforts will be made to make the initial steps toward meeting the criteria for accreditation set forth by the National Association of Schools of Art. Items for further study include the need and possibility of new programs in the arts.

The Department of Art perceived the planning process as basically a positive experience, coming to a greater realization of the need for and the benefits of careful planning. The greatest concern of the experience was the time constraint. To do the planning within the time allocated would have been a large enough task. However, to couple this with actually developing the process was overwhelming. The results must therefore

be viewed as tentative. More experience and more time will no doubt result in a more refined unit plan.

4. Abstract

The MBO Plan of the Department of Biological Sciences in general follows the outline found in the Task Force's instructions. It was developed by the chairman and a coordinator who integrated the input from a number of departmental subcommittees. After critiquing the institution's missions/goals/objectives/assumptions, a departmental mission statement was drafted and a series of departmental goals were identified and grouped according to the institution's six program areas. Within the category of instruction, which is artificially separated from research, are listed 15 goals, each of which is complementary to one or more NTSU goals. The emphasis of this cluster of goals is the further development of an attractive and intellectually vigorous curriculum at both the undergraduate and graduate level. Some eleven goals serving the needs of research were articulated. The thrust of the research-directed goals concerned various means by which research efforts could be facilitated, e.g., publications, meeting presentations, various kinds of extramural grants, outstanding faculty and student recruits, efficacious allocation of resources, etc. In the area of public service are three goals designed to foster a greater impact of academic programs upon the public sphere. Eight goals which should facilitate academic support functions were developed. They are directed toward a variety of supporting activities, from the stock room operation to management of the budgets of grants and contracts. The matter of student services was addressed by one goal concerned with the undergraduate professional Biology fraternity, tri-Beta, and another concerned with undergraduate counseling. Finally, two goals related to institutional services were listed. Both of the latter simply would encourage continued interaction with the higher administration.

The department's five-year plan emphasizes the needs to acquire increasing amounts of funds from sources outside the university for support of research and other academic programs. It is stressed that good teaching is promoted by good research and that our whole academic venture will be served by efficient management of our budget and space, by effective counseling of students and by further refinements of the curriculum. It is emphasized that we must recruit more top quality faculty members and acquire additional space if we are to achieve most of our goals.

Seven departmental objectives for 1977-78 were tabulated together with a list of tactics by which the objectives might be achieved and a list of means by which the achievement of such objectives could be ascertained ("achievement markers"). The seven objectives are: (1) the acquisition of additional extramural funds for research; (2) optimal distribution of departmental funds; (3) development of the freshman teaching program; (4) the delineation of undergraduate tracks; (5) assessment of space utilization; (6) development and refinement of our curriculum; and (7) improved undergraduate counseling.

4. Abstract (continued) Department of Biological Sciences

The 1977-78 MBO budget was designed to serve the aforementioned objectives and, thus, many of the departmental goals. Included in the budget plans are two new faculty members, two new supporting staff positions plus a variety of itemized M & O and capital outlay needs, all justified on the basis of biology's goals and objectives.

4. Abstract

Undergraduate Level

Our primary goal at the undergraduate level would be to reduce economic illiteracy. This would be implemented in two steps:

A) by improving instruction techniques in the beginning Principles courses,
B) by giving a better in-depth approach in the upper level courses.

A. Techniques for Improving Instruction in the Principles Course.

One of our significant goals is to improve the quality of our undergraduate teaching, and to this end we believe the important place to begin a new program is in the freshman Principles course.

We thus propose the project of converting several sections of Economics 110 and 111 into the Teaching Information Processing system (TIPS) in the two academic years, 1978-80, to the end of improving current instruction in these courses. The conversion is to be made in those specific classes instructed by teaching assistants and in classes instructed by faculty on a voluntary basis.

The cost of this conversion project is estimated to be $10,000 per year. This amount includes released teaching load time for a project director, a member of the Economics Faculty, data processing services, computer time, secretarial services, and supplies.

B. An In-Depth Approach in the Upper Level Courses.

Our goal at the upper level would be to provide a deeper understanding of the basic economic theories and principles and their application to such socio-economic problems as inflation, recession, economic growth (its benefits and social costs), the economic causes and consequences of poverty and income inequality, urban decay, consumer protection, environmental deterioration, etc. In other words, the student who elects to take the advanced courses would be taking a more intensive study of many current social problems and their economic causes.

It is not at all uncommon for us to have upper level and graduate classes with from 25 to 100 students in a single section. If meaningful instruction at the upper and graduate levels is ever to be realized in the Economics Department, we must have an increase in the number of full-time faculty, 1) to offer the kinds of new courses that will enrich our curriculum and make it more socially meaningful; and 2) to reduce the student-faculty ratio to where it is more in line with the rest of the University.

4 cont.

One advantage in adding new faculty to the Economics Department should be noted: About the only significant increase in costs would be the additional faculty salary plus some modest adjustment in our M & O budget. We already have a really first-class library, and when the new classroom building is completed and we re-acquire the offices and furniture lent to Philosophy, there would be no other significant cost increase since we do not require expensive and extensive laboratories and equipment to support additional faculty.

Graduate Level

As is true at the Undergraduate level, we perform primarily a service function - providing a minor for majors in other departments.

But two of our own Master's programs (Economic Education and Manpower) comprise well over a third of our graduate enrollment. It should be emphasized that these students are at NTSU solely to pursue these two degrees. No other university in the area offers either of these degrees and if we did not, the students would not be here enrolled in something else. In other words, by offering these two unique programs, we attracted students to them. Thus our total graduate enrollment was increased by that number of students. And if the funds were available to hire additional faculty to offer additional courses, workshops, institutes, training programs, etc., this enrollment could be substantially increased.

We believe that a much greater service could be performed by expanding our other new and unique program, the Master of Science in Economic Research. This degree, emphasizing the skill and research tools of Economics and Business Administration, would fill a definable gap in the graduate degrees available in the Dallas-Fort Worth Metroplex, and is an innovation on a national basis, as well. The degree is designed to upgrade the analytical and statistical skills as applied to banking and financial management. Based upon extensive interviews with presidents and vice presidents of area banks, we know there exists a large potential market for this kind of degree. This is particularly true at the lower beginning managerial levels where there are many persons who need such skills for professional advancement.

4. Abstract

The History Department began work on its unit plan in early January, 1977. The department chairman coordinated the planning efforts and supervised preparation of the final document based on information from questionnaires distributed to the faculty.

The department found that its mission and goals were similar to those of North Texas State University as expressed in the report prepared by the Committee on Mission and Goals for the Planning and Budgeting Task Force. The department emphasizes the importance of good teaching through offering a wide range of courses, continuing curriculum evaluation, identifying and recognizing excellent teaching, supporting development leaves, encouraging an equitable teaching load, and allowing opportunities for student participation in development and evaluation of curriculum and instruction. The department also recognizes the importance of offering courses at a variety of times including evening hours in order to accommodate students who desire to continue their education while working full time. Continuing education appears to be an important opportunity for increasing enrollment. Research and service play significant roles in the department's mission and goals. The department seeks to encourage research as a means for achieving a strong academic reputation. At the same time the department accepts responsibility for sharing its expertise with persons beyond the university community.

In planning for the next five years the History Department recognizes the constraints of the job market and declining enrollments on

its programs. The attraction of the Southwest, expected small annual increases in the university population, and the legislative requirement for six hours of United States history will probably mitigate the enrollment decline. There is not likely to be an expansion of the history faculty, and the graduate offerings may be reduced moderately. At the same time the survey courses in United States history should increase slowly.

The functions of the History Department concentrate broadly on instruction, research and professional activities, and service, along with the necessary administrative support. The department's functions are not unique when compared with other academic departments; a sampling includes scheduled and unscheduled teaching, counseling, grading papers, research and writing, committee service, scheduling and budget-making.

In the five-year projection of the department's role in the university, first-rate instruction for all students at all levels is and will be the primary contribution. Increasingly the department will serve as one of the principal units involved in the core curriculum, and it behooves the department to make the introductory courses examples of excellent teaching. Necessarily the unit must also encourage research to enhance its scholarly reputation. During the next five years there needs to be more consideration of the evaluation of teaching and research. More attention to the needs of junior college faculties and high school teachers may suggest new courses or approaches to benefit these groups and increase history enrollments. Although replacement and additional

faculty are unlikely in the next few years it is desirable for a well rounded program to replace the recent and contemporary European historian who is retiring. Consideration might be given to the addition of African, Middle Eastern, and Eastern European historians.

The department will try various experimental and interdisciplinary courses in the coming semesters to determine student interest and to appeal to students in such areas as the sciences and business. Grant proposals have been prepared for the National Endowment for the Humanities to support new interdisciplinary approaches. Equipment and facilites for the department's projections are generally adequate; some new audio-visual material would be helpful, if not necessary, but large library budgets are essential for a first-rate university.

The department plans to offer 111 course sections in the fall, 1977, and 103 in the spring, 1978. Twenty-eight sections in the fall and twenty to twenty-two in the spring will be taught by teaching fellows. The full-time faculty will teach a 12-hour load with some exceptions for persons having extra duties in the department or those having especially heavy graduate student demands or research activities. Fifteen or twenty members of the department will deliver papers at professional meetings or serve on committees of national and regional organizations. These duties will require travel and, in some cases, clerical and research aid. Examples of these requirements are: one member presenting a paper in London, England, one serving as chairman of a committee of the Association of Asian Studies, and one performing editorial duties for the Handbook of Latin American Studies. All contribute to the level of excellence desired for the department and the university.

History - Abstract

During the next year the department will review the unit plan generally and make those changes dictated by experience and perspective. Special attention will be given to curriculum.

The language of the planning process has caused some bewilderment. Reminders that the planning literature provides only suggested guidelines will be helpful for departments beginning the process next year. Departments having gone through the process should benefit from the orderly approach it provides.

4. Abstract

Highlights of the plans for 1977-78 are as follows: consultant evaluation of public relations sequence in preparation for possible accreditation; check all sequences for accreditation; check all sequences for accreditation implications, particularly in preparation for re-accreditation of news writing-editorial sequence in 1978-79; complete approval of B. S. degree plan; streamline curriculum so that all courses will be for three hours credit and so that all sequences (with the possible exception of Business Journalism) will require an identical 33 hours of journalism; establishing new guidelines for evaluating teaching; study possible uses of electronic editing and composition equipment in teaching of writing; establish an organization of journalism majors for better student feedback; create more efficient student advising setup; research sources of outside funding for the department; plan for new workshops possibly in summer 1978.

Highlights of the five-year plan: achieve re-accreditation of news writing-editorial sequence and accreditation of public relations sequence in 1978-79; prepare for accreditation of advertising and possibly photojournalism sequence in 1985-86; evaluate and up-date master's degree offerings and program; check

sequence requirements and offerings for best education of students and service to society; develop all possible subprograms of teaching with electronic equipment such as VDTs, in addition to editing and composition applications; evaluate and expand photojournalism offering, including offering color photo course(s); establish specific routines for recruiting, screening, and checking progress of students; increase faculty activity in scholarly research as well as in areas of professional publishing; work toward professional seminars in areas other than circulation and promotion in order to serve industry and increase visibility of department; seek private funding for program enrichment; establish a center for education and research for persons in public school public relations work.

ABSTRACT

The Unit Plan of the Institute of Applied Sciences consists of seven sections, as follows: an Introduction summarizing the history of the Institute, its current organization, staff, and facilities; a list of Planning Assumptions which are particularly relevant to the purposes and functions of the Institute; a Mission statement; a list of Goals; a Five Year Plan for the period of 1977-82; an Annual Plan for the 1977-78 fiscal year; and Proposed Budget Alternatives for the same fiscal period. Two appendices follow, one of which describes the planning process which produced the IAS Unit Plan, and the other lists the NCHEM program elements of relevance to the mission and goals of the Institute of Applied Sciences.

The sections which describe Goals, Five Year Plans, and Annual Plan are subdivided into parts relating to the five active program areas of the Institute:

Applied Policy Research, Dr. J.J. Glass, Director
Archaeology, Dr. T.R. Hays, Director
Environmental Systems, Dr. L.C. Fitzpatrick, Director
Special Services, Ms. B.N. Higgins, Director
Trace Analysis Laboratory and Water Quality Laboratory,
Dr. W.H. Glaze and Dr. J.A. Stanford, Directors

These sections were prepared by the respective Program Directors and reflect the goals and specific objectives of these units.

Budgetary proposals are presented in three formats: levels 2,3, and 4, with increasing degrees of "hard money" commitment to the Institute

from the University. A list of assumptions used in the preparation of these budgets also is included, as well as narrative statements and specific justifications for unusual or important budgetary items.

In the Five Year Plan section, a possible scheme for the reorganization of the Institute is discussed. The plan seeks to realign and rename some of the existing IAS programs into more visible, and hopefully more effective "centers." In addition, new areas of interest are proposed which expand the capabilities of the Institute to carry out energy, materials, and health-related research activities. The role of IAS in the formal instructional program of the University is also considered, both in the context of the University's present degree programs and those which may be developed in the applied sciences.

4. Abstract

The Center for Rehabilitation Studies' Unit Plan was a cooperative effort of two committees and the four functional divisions of the Center. A Mission and Goals Committee and a Planning Assumptions Committee were organized with representatives from faculty, staff and students. These two committees were primarily responsible for reviewing the NTSU Mission and Goals statement and the NTSU Planning Assumptions. The Mission and Goals Committee was responsible for the development of the Center's overall program goals. The Planning Assumptions Committee was responsible for the review and, when necessary, the modification of the NTSU Assumptions so that they would be appropriate for use by the Center.

The Center's four operational divisions consist of the Executive Division, the Academic and Research Division, the Continuing Education Division, and the Vocational Rehabilitation Center. These divisions met separately to develop objectives for their respective program goals and to develop the Center's annual and five year plans.

Mission and Goals of North Texas State University was reviewed by the Mission and Goals Committee and the results of the Committee review were shared and discussed with the faculty and staff of the Center. The NTSU Mission statement was found to be acceptable to the Center with only two exceptions. A modification of Research Goal C was recommended and two additional goals were added to program classification III, Public Service.

The North Texas State University Planning Assumptions, 1977-1981, document was reviewed by the Center's Planning Assumptions Committee. All of the external assumptions were accepted with a modification proposed for Assumption 1.5. The NTSU internal assumptions were accepted with a modification proposed for Assumption 2.12.

The annual objectives for each goal that were developed by the respective functional divisions of the Center are listed in Appendix A. Each division attempted to develop specific measureable objectives with definite completion dates. A specific staff or faculty member was assigned primary responsibility for each objective written. Objectives were written for all University goals except I-F, Instruction; II-F, Research; IV-E and IV-F, Academic Support; and V-D and V-F, Institutional Support. Following the individual meetings, all divisions met to cooperatively refine and modify objectives for the purpose of insuring coordination of objectives for Fiscal Year 1978.

A similar procedure was followed in the development of the Center's annual and five year plans. Again the functional divisions met separately to develop their respective plans and strategies followed by combined meetings designed to insure that divisional plans were complementary. As a result of the joint meetings, necessary modifications were made and it is felt that the final plans were as comprehensive as possible considering the time constraints that were imposed by the planning process.

The planning process described above resulted in the identification of several issues which will be studied more fully in the future in an attempt to improve the Center's programs. These include:

Center for Rehabilitation Studies - Abstract

1. The possibility of expanding the scope and quality of the Center for Rehabilitation Studies through increased involvement with other NTSU entities such as TCOM.

2. Clarification of the location of CRS Academic programs so that its direction and emphases can be more effectively implemented.

3. Exploration of more efficient methods of team planning and committee utilization in the planning process.

4. Investigation of effective methods of monitoring progress in meeting annual and five year goals.

5. Development of an effective method of program evaluation for all of the Center's functional divisions.

Sources of funds which support the Center for Rehabilitation Studies activities are multiple. The annual budget for this unit, in the past, has been developed periodically as due dates occurred for grants, special line item requests and salary support budgets for faculty positions. This planning effort has provided an opportunity to integrate budget requests as a composite of the Unit Plan.

In general, the participation of the Center for Rehabilitation Studies in the University's pilot planning project has been a useful, helpful experience. Participation in the planning process required the development and refinement of goals and objectives which might otherwise have been avoided or delayed. Participation in the pilot project, particularly the development of the first annual plan, has given needed impetus and structure to a formalized management by objectives program that will be useful in the future.

Despite some of the difficulties encountered, the Center for Rehabilitation Studies considers the planning experience to have been worthwhile and efforts will be made to utilize the process effectively in the future.

OFFICE OF ADMISSIONS AND RECORDS

ABSTRACT

The Office of Admissions and Records views itself as a service function to North Texas State University--to its students, faculty, and administration. In keeping with this self-concept, the Office of Admissions and Records wishes to streamline its processes and procedures for the benefit of the University community, and to add services where deemed desirable by the University community, or required by policy transmitted by outside agencies.

In view of the service function provided by the Office of Admissions and Records, the goals to streamline procedures and add new services will require expansion of current activities rather than remaining in a maintenance mode of operation. Expansion will involve additional use of and dependence on the University Computing Center, additional staff--both professional and classified, and additional equipment in order to realize the goals which have been set.

Most of the goals can be classified into 1) Streamlining of current processes and procedures with the aim toward simplification; 2) designing a new registration system which would accommodate pre-registration, mail, and telephone registration; 3) designing and implementing more accurate and efficient forms of records-keeping; 4) designing and implementing a more effective student recruitment program; and 5) continual evaluation of the effectiveness of all programs administered by the Office of Admissions and Records.

Many of the resource requirements of the Office of Admis-

sions and Records cannot be fully predicted, as our operations are to a large extent dictated by outside agencies--both state and federal. However, the ability to respond to policy from outside agencies can be built into the system if the system itself has been carefully designed and planned to be flexibile. The current systems in use by the Office of Admissions and Records do not have the flexibility which the administration of the office considers desirable.

Many of the goals set forth in this document will require a rather large commitment on the part of the University in terms of philosophical support and financial support. The commitments should be carefully weighed to consider that the Office of Admissions and Records serves the entire University Community, and that all facets of the University Community would benefit from most of the goals included in this document.

Specific goals for the Registrar's Office which are considered to be top priority are 1) the design and implementation of an improved registration system to involve such parameters as pre-registration, registration by mail, and registration by telephone; and 2) The design and implementation of an improved student record system which would include computer-stored student academic histories of all enrolled students, on-line access to these student histories by the deans' offices for advisement purposes, and computerized graduation checking.

ABSTRACT

OFFICE OF ADMISSIONS AND RECORDS

Specific goals for the Office of Admissions which are considered to be top priority are 1) Substantial improvement of recruitment activities through increased funding and support; and 2) Streamlining of all admissions processes and procedures.

The personnel of the Office of Admissions and Records feel that much progress has already been made over the past five years; however, much additional progress can be made for the benefit of the University Community through larger commitments to the operation, and by taking advantage of improvements in technology which would streamline the systems used or proposed. By so doing the Office of Admissions and Records can better respond to the needs of all its constituents--students, faculty, administration, and outside agencies.

COLLEGE OF ARTS AND SCIENCES

ABSTRACT

The Unit Plan for the office of the Dean of the College of Arts and Sciences consists of the following sections: (1) an organization sheet describing the process used to prepare the Unit Plan; (2) a statement of the mission of the College; (3) the goals and objectives for the dean's office; (4) planning assumptions; (5) a list of unit functions; (6) a narrative five year plan; (7) a five year plan in tabular form; (8) an annual unit plan; and (9) a critique of the planning process.

The mission of the College of Arts and Sciences is to serve the citizens of Texas by developing and maintaining quality programs of instruction, research, and public service. This office assumes that the College of Arts and Sciences will continue to be the heart of the University and that the Fort Worth-Dallas metroplex area will continue to grow, offering both challenges and problems for NTSU. Other planning assumptions concern the increasing cost of energy and transportation, problems caused by industrial and population growth, and the crowded market for the bacculaureate degree in most fields.

The sections of this Unit Plan which describe the goals and objectives, the unit functions, the five year plan, and the annual plan are subdivided into the following six areas: faculty and staff resources, faculty development, curriculum development, academic counseling, academic standards and evaluation, and budget preparation and administration.

With relation to faculty and staff resources, this office must carefully consider the faculty and staff needs of the various departments and assist the department to assemble a faculty and staff of high quality. Furthermore, the dean's office will continue to encourage faculty development

and to keep faculty informed concerning promotion and tenure guidelines. The curriculum of the College will continue to develop in order to maintain a wide range of educational programs which include interdisciplinary courses and programs. By developing strong programs, the College hopes to recruit and retain outstanding students. Each student should be fully informed about his degree requirements and, therefore, this office hopes to expand its peer counseling program. The academic standards of the College and the University must be constantly reviewed and strengthened and the dean's office will strive to improve communication about University policy with the faculty. Finally, this office will continue to support the departments in their efforts to obtain improved facilities, equipment, materials, and library to create an atmosphere conducive to growth. To this end, the dean's office expects to develop a budgeting plan based on Management By Objectives to assist the dean and departments in allocating resources on an equitable basis.

DEVELOPMENT/ALUMNI ACTIVITIES

2. Abstract

Development/Alumni Activities area of responsibility covers supervision and/or coordination/direction of any University activity directly related to seeking private source gift income, accounting for gifts received, planning alumni programs and communicating University purposes to various support groups.

Under those responsibilities the unit plans to expand its programs and staff sufficiently to accomplish an overall 50% annual increase in gift income and individual involvement in University programs through 1982 at which time annual gift income is projected to level out at approximately $6 million/year. Program and staff expansion requirements are anticipated to include one additional staff executive in both Alumni and Development sub-units as well as appropriate support clerical staff, 100% increase in space allotments and an overall Development/Alumni Staff combined budget increase over the next five years as follows:

Projected Formulated Dev/Alumni Budget @.25/$1	
$ 300,000	1977/78
$ 500,000	1978/79
$ 750,000	1979/80
$1,125,000	1980/81
$1,750,000	1981/82

The expansion of activities and projected increases in gift funds are expected to be directed toward gift need priorities as currently published in the Case Statement brochure developed by the institutional gift needs survey conducted in 1976 and as it will be updated annually. Also, alumni program expansions will be directed toward achieving a greater participation by alumni in determining the University's future and toward improving the University's responsiveness to the program and intellectual needs of alumni, ex-students, friends, and retired faculty/staff.

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COMPUTING CENTER

UNIT PLAN ABSTRACT

The mission of the NTSU Computing Center is to provide cost effective, general computing support and related services to meet the funded computing needs of all NTSU and TCOM units.

Current planning is based on the assumptions that:

1. The current leased IBM 360 Model 50 computer is nearing the end of its economic effectiveness.

2. The computing needs of NTSU and TCOM will continue to increase and the University will desire to upgrade computing capabilities accordingly.

Most Computing Center goals can be summarized in the following two:

1. Continue to assemble, develop, fully utilize, retain, and reward a high quality Computing Center staff dedicated to providing dependable, professional, and responsive computing services in support of the goals of the University.

2. Provide and improve dependable, high quality, general purpose computer processing and information systems to meet the needs of all NTSU and TCOM units in a cost effective manner that allows those units to more effectively fulfill their respective roles.

Computing Center goals and objectives that must receive priority over the next three years are those that involve improvement of basic computer capabilities, increased cost effectiveness, better information system planning, and development of selected major applications.

Major objectives and strategies include:

1. The determination of long range computing needs and evaluation of alternatives during fiscal year 1978.

2. If justified, prepare for installation of new computer equipment and/or alternate services in fiscal year 1979.

3. Installation of new equipment and improved information systems in fiscal year 1980.

4. Continued use of improved computing capabilities from fiscal year 1981 through 1985.

4. Abstract

The policies of this department have been, and will continue to be, changing continually to meet the needs and desires of the residents. In the past five years, the salary of the student employee has increased from $1.60 to $2.30 per hour. Serving hours have increased from four hours a day to continuous service from 7:00 a.m. to 6:35 p.m. The popularity of the "fast food" service was recognized with a special line added to our luncheon menu for this type service. From restricted selections served entirely from the lines we have gone to unlimited selections with self-service of salads, beverages, hot breads, ice cream, etc. in the dining room. Some of the areas in which we plan to continue to change and improve are in personnel training, control of product quality and cost, physical surroundings, increased services and communication with our patrons, the University and the community.

To accomplish this we are planning a series of workshops for supervisors, for employees and for student employees. The development program for supervisors will include the principles of management and supervision of employees plus the facets of communication with students.

The employee workshops will aim for general improvement and efficiency and will include such sessions as Policy and Procedure, Sanitation and Hygiene, Product Standards, Merchandising, Nutrition, Communications, and Self Improvement.

The student training sessions will include job instruction and departmental policies which will stress the importance of their role in reaching departmental goals. Since this is often their first experience as an employee, we feel we can contribute to their growth by helping them realize the rights and obligations of the employee and of management.

To improve product quality standards and increase variety in our menu, we plan to utilize the Crumley facilities as a test kitchen. A manager will be employed one-half time to do product research and recipe standardization here. The nutritional quality of product will be of primary importance.

Realizing that food service should meet more than just the physical requirements of the student, we want to make our dining rooms aesthetically pleasing. This requires a refurbishing on a scheduled basis with enough flexibility in budgeting to take care of emergencies. This flexibility is also essential for the maintenance and modernization of our kitchens. Scheduled obsolescence of machinery is not always satisfactory for Food Service.

Foreign and ethnic cuisine will be included in the menu planning plus the use of items not included in the usual daily fare such as artichokes, stuffed clams, etc., to broaden the students cultural experiences.

This department also has an obligation to provide nutritional information for students. We want to arouse their interest, answer their questions and keep them posted on current research and development. With the growing national interest in nutrition there is

unfortunately an amazing amount of mis-information in circulation. We would like to work with the Division of Student Affairs and the Residence Hall Associations to set up means of increasing student concern for good nutrition.

One of our present weaknesses is the limited menu and hours of service on week-ends. To correct this weakness without increasing operating cost we plan to have only Kerr and Bruce open on Saturday and Sunday. (Only 48% of our students have a seven day card). In these two halls we will institute a new work schedule which will allow for two eight hour shifts Monday through Saturday and one on Sunday. This will allow more variety in the menu, longer serving hours on week-ends, and will eliminate all split-shift days for our employees.

While our primary concern is for the residence hall students, by catering also to the other students, staff, and faculty, we can increase our effectiveness. We plan to make a concerted effort to inform others of the services available and encourage their patronage.

As a part of the Denton community the department feels an obligation to serve that community as a resource for information or programs concerning quantity feeding, and nutrition. We also feel that the continued use of the Crystal Room answers a special need that cannot be met by the Union facilities. At this time Marquis Hall is badly in need of a general overhaul. The walls must be painted, the floors carpeted and the furniture replaced.

In the years to come the Food Service Department will continue to strive for student satisfaction and mealtime pleasure within university budgets and policies. 93

UNIVERSITY STORE
Unit Plan Abstract

The mission of the University Store is to provide the support and services necessary to facilitate the acquisition, preservation, and dissemination of knowledge in order to enhance the intellectual, scientific, and cultural need of our students. And to do this in such a manner as to allow the benefits without cost to the University.

Current planning is based on the assumptions that:

A. Student enrollment and there by our primary market will remain stable without any substantial increase over the next five years.

B. The trend in textbook selection by Faculty, the life of the textbook, the textbook market, and the educational supply market as a whole will be more volatile and difficult to predict and respond to.

The goals with the most important impact on the store may be summarized as follows:

A. The continuing development and implementation of a complete and comprehensive manage information system. A system that will reflect market performance as well as provide management with its basic informational needs.

B. To improve and develop better merchandising techniques.

C. The development of new revenue producing services to broaden our income producing base and operations.

The University Store's goals and objectives over the next five years are those that involve the improvement of control procedures, through the development and use of a informative system that will provide a means for better planning and performance.

Major objectives and strategies:

A. The development of long term marketing strategies including the competion and integration of the Follett Corporation management information system by 1978.

B. The development and preparation of policy and information brochure by 1979 in order to facilitate the communication and involvement process of the academic community.

C. To continue through 1985 to search for and implement the necessary steps or procedures to guarantee adequate and satisfactory services and support. This includes the use of innovative marketing techniques, the maintenance of and the constant upgrading of capital assets, and finally, the development of methods that will enhance our professional performance.

ABSTRACT

The Office of the Dean of Students has a number of diverse programs, all of which are committed to achieving the purposes and instituting the philosophy of the university. As one of the departments charged with human development, the office is committed to providing aids and services which will assist the student in experiencing success in the college environment.

UNION
ABSTRACT

The information provided in this report represents the North Texas State University Union's expectations, goals and objectives for the academic years 1977 - 1981 as determined by an indepth analysis of internal and external assumptions provided by the NTSU Planning and Budgeting Task Force.

The process used in the preparation of this report is delineated below:

1. Members of the NTSU Union Staff were asked to participate (Dr. Dorothy Pijan, Director, Jim Nicklas, Assistant Director for Operations, Mary Yates, Assistant Director for Activities and Organizations, Lindsay Keffer, Assistant Director for Facilities, Stan Pederson, Assistant Director for Food Service, Barney Smith, Syndicate Manager, Rick Aaboe, Arts and Crafts Manager, Vaughn Pittz, Assistant Food Manager, Molly Gray, Reservationist, Wayne Burnette, Program Advisor).

2. Members met to study and discuss the University's planning and budgeting procedure.

3. Staff developed a mission statement.

4. The group studied the University goals and internal and external assumptions.

5. Staff of each area then met individually to discuss their areas' goals and objectives (Food Service, Pederson and Pittz, Facilities, Keffer and Gray, Activities and Organizations, Yates and Burnette, Operations, Nicklas, Smith and Aaboe).

6. Students were consulted who worked or were served by the area.

7. Written goals and objectives were developed by staff members for each of the areas.

8. The full group met to hear the goals and objectives of the subgroups and discussion followed.

9. Goals and objectives were reconsidered and rewritten.

10. The full staff then met in a series of four-six hour sessions to determine overall Union and area priorities.

11. Objectives were ranked U (urgent - one year), N (necessary - two to four years) and D (desirable - five years).

12. A final meeting was held to discuss and make those changes considered necessary to truly reflect Union goals and objectives.

The goals developed are listed below:

1. Provide a variety of co-curricular educational programs, activities and services which respond to the needs of the differing student population within the University community, recognizing the concept of the extended campus.

2. Implement a program to increase campus awareness of Union services available to students, faculty and staff.

3. Establish means by which union programs and personnel can be utilized to support and improve the academic, recreational, social and cultural opportunities of the University.

4. Provide for professional and personal development of staff members at all levels.

5. Develop communication with the metroplex community as to the availability of union programs and services.

6. Develop revenue producing areas and cost saving programs so as to become a self-supporting entity.

7. Develop and improve facilities, equipment and services so as to create an atmosphere conducive to the intellectual, emotional and aesthetic growth of the University community.

Objectives necessary for attaining goals ranged from the employment of additional staff, expansion of physical areas and purchase of new equipment to the development of better working and programming relationships with other areas of the University community and Denton community. Much attention was directed toward the development of objectives that would ultimately either decrease present operating costs or bring in additional sources of revenue.

The Union goals are very compatible with the University program goals as both endeavor to serve students, faculty, staff and the Denton and metroplex communities.

It is obvious that the Union will continue to face rising costs of operation, while at the same time, being accountable for a fiscally sound operation. More revenue producing areas are needed as well as changes in operating schedules to meet changing needs of students, typical and atypical.

The addition of beer and wine sales in the Rock Bottom Lounge will provide additional revenue and, also, open a new dimension for programming. But escalating utility costs make it imperative that those non-Union University units housed in the Union carry their full utility and maintenance costs. The Union cannot continue to subsidize these areas and maintain a sound fiscal operation. The University must recognize the Union's role as a campus center and develop a mens of support from sources other than the limited student fees and Union generated revenue.

Additional staff are needed to allow the development of the Union's full potential. Attention must be paid to adjusting to the varying needs of the users of the building.

Increased awareness of the Union by the University and metroplex community must be developed.

APPENDIX B

PURPOSES OF THE PLANNING PROCESS

The planning process should lead to the following:

1. A clearer understanding of goals and priorities by the university community as a whole.
2. More teamwork in achieving common goals.
3. Greater effectiveness in reaching goals.
4. Participation in planning by those expected to implement plans.
5. Simultaneous consideration of all major competing claims or resources.
6. Greater efficiency through less organizational wasted effort.
7. Evaluation of accomplishment against intended results.
8. Clarification of responsibilities.
9. Development of leaderships and administrative skills.
10. More and better communication about what others are trying to accomplish.
11. Less crisis-oriented management through better foresight.
12. A better means of adapting to the environment.
13. Better service to university constituencies.
14. Improved allocation of available resources.
15. Increased levels of external funding.

APPENDIX C

CRITERIA FOR DEVELOPMENT OF A PLANNING PROCESS

1. The planning process should encompass differing time spans: the annual budget year, the biennial appropriations request period, and a five-year plan, all within a general long-range framework.

2. The budgeting process must be an integral part of the planning process.

3. The process must provide for wide-spread involvement of those who will be expected to implement the plans and who will be directly affected by the process.

4. The planning cycle starts with the university's three primary programs: instruction, research, and public service.

5. Support programs (academic support, student service, institutional support) must be provided adequate and timely information regarding primary programs in order to develop support plans.

6. Plans must focus on the needs of students and other constituent (target or beneficiary) groups served.

7. Institutional priorities must be established to guide both annual plans and longer-range plans.

8. The function of the budgeting process is to distribute resources among programs to support institutional priorities.

9. Program visibility must be provided through adequate data to relate intended benefits to resource requirements. The data should be provided in part to the planners of each program and should be generated in part by the planning units. The data should include:

    1. Statement of goals and objectives.

    2. Resource measures -- the physical and human resources needed during a stated time period.

    3. Financial measures -- in dollar amounts, the source of funds and the expenditures for resources used at a specific level of activity during the stated time period.

4. Beneficiary and target group measures -- the identification and description of people or groups who benefit from the activities or outcomes of a program; the people or things toward whom or at which the activities are directed.

5. Activity measures -- description of a process, expressing the level and type of operations carried on within a program during a stated time period.

6. Outcome measures -- expression of the outcomes achieved or the products generated by the activities of a program element during a stated time period.

APPENDIX D

CHRONOLOGY, NTSU PLANNING AND BUDGETING TASK FORCE

July 1975 - April 1976

The Planning and Budgeting Task Force was created by President Nolen. Marvin Berkeley, Dean of the College of Business Administration, was asked to serve as chairman. The membership consisted of a representative for each vice president plus the director of University Planning and Analysis.

The task force was asked to define a process, format, and schedule by which year-round planning and budgeting could be accomplished. From July 1975 through March 1976 the group concentrated on studying existing and proposed systems. This included studying the available literature and engaging in conversations with individuals from other campuses and organizations. The various possibilities and implications were continually discussed with decision-makers in the University.

A decision was made to design a planning and budgeting process tailored to meet the needs of NTSU. The procedures for designing the process would involve the widespread involvement of the University community, reaching to individuals within departments.

The enlistment of the larger University community into active participation in the project would begin with a two-day orientation conference in May.

Roger Fritz, a planning consultant and author of MBO Goes to College, was invited to address the conference.

May 2-3, 1976

An orientation conference for members of the President's Cabinet, deans, academic and non-academic department heads, officers of the Faculty Senate and student leaders was conducted. Approximately 80 individuals were invited and participated.

June-August 1976

Reactions to the perceived need for various kinds of data were solicited from the University community via questionnaires. The planning staff also conducted interviews with many individuals to determine what they felt was needed to help them plan and budget for their units.

The task force reached a con ensus on several concepts which should be included in the planning process. Criteria was established for selecting the pilot units. Plans were made for another conference in September.

September 1976

The task force formed the four following subcommittees: Planning Assumptions, Missions and Goals, Planning Data Systems, and Skills Development.

A conference was conducted on September 29 with approximately the same participants as those at the previous May conference. The proposed procedures were outlined and budget units were invited to volunteer as pilot units.

October 1976

The chairman of the Faculty Senate was added to the task force. Twenty pilot units were selected from the 30 which volunteered. An effort was made to balance academic and non-academic units so that every unit on campus would have at least one pilot unit which was similar enough that they could identify with them. The selection of the members of the subcommittees was completed.

November 1976

The Planning Assumptions and the Missions and Goals subcommittees presented drafts of their documents.

December 1976

The chairman/director and one assistant from each of the 20 pilot units were invited to a workshop on December 2. Drafts of the Planning Assumptions Statement and Mission and Goals Statement were given to them, along with instructions for the next several months. It was emphasized that this was an effort to design a process, thus there was a great deal of flexibility within some rather specific guidelines.

January 1977

Distributed a printed status report to over 900 faculty and professional staff members which outlined the progress on the work. The report contained the Planning Assumptions Statement and the Missions and Goals Statement. People were invited to comment on these and suggest changes.

Another subcommittee was formed, the Budget Calendar and Instructions Subcommittee. Members of the Skills Development Subcommittee were working individually with the pilot units.

February 1977

Initial reports were received from the pilot units in which they reacted to the Planning Assumptions Statement and the Mission and Goals Statement, and in which they related the planning assumptions and goals of their unit to those for the University.

March 1977

The Planning Assumptions Subcommittee issued a revised statement which took into account the suggestions received from the pilot units and others in the University community.

The chairman of the task force reported to the Faculty Senate and spoke to their concerns. A progress report and schedule suggestions were sent to the heads of the pilot units, with an emphasis on clarifying their assignments for the next few months. On March 24, there was a general meeting with the heads of the pilot units to discuss problems and to answer questions. The vice presidents reviewed the initial reports from the pilot units with the respective unit heads.

April 1977

The chairman of the task force reported to a committee of the Board of Regents on progress and the proposed outline of activities.

May 1977

Additional reports were received from the pilot units. Each report was to include a five-year plan and an annual plan. The Mission and Goals Subcommittee submitted a revised report with took into consideration the suggestions

which had been made by the pilot units and others. The President's Cabinet had a two-day retreat dedicated to evaluating the planning and budgeting process, reviewing the Mission and Goals Statement, and to deliberating on major planning decisions which will be required.

June 1977

Reviewed the progress toward the development of a planning and budgeting process in a joint meeting with two committees of the Board of Regents. Included was a prepared calendar for one complete planning and budgeting cycle covering a period of 17 months.

Future Activities

Future activities will be geared to the 17-month planning calendar.

APPENDIX E

OVERVIEW STATEMENT, ROLE AND SCOPE REPORT

In January 1976 a role and scope statement was submitted to the Coordinating Board, Texas College and University System. A major portion of that report was reprinted in Request for Legislative Appropriations, July 1, 1976. That excerpt follows:

In its 1968 Challenge for Excellence report, the Coordinating Board, Texas College and University System, indicated the role and scope of the University as follows:

> North Texas State University, in addition to "a full spectrum of master's programs, will offer certain top-quality doctoral programs as approved by the Coordinating Board in the basic arts and sciences, teacher education, business administration, and the fine arts"-- the latter to be developed to fill unmet needs and avoid unwise duplication of programs available at Southern Methodist University and Texas Christian University. Cooperative doctoral programs in other fields may be proposed by the Council of Federated Universities and approved by the Coordinating Board.

North Texas State University accepted the challenge of that statement and, since that time, has developed as a broad-based, multipurpose regional institution. As such its role comprises professional as well as liberal arts programs, and a commitment to serving the State of Texas, especially the Dallas-Fort Worth metroplex, within the context of offering programs of growing multistate and national reputation. As a follow-up to a recommendation by a revisitation team of the Southern Association of Schools and Colleges, a 12-month study resulted in a plan for excellence through 1985. This plan was approved by the Board of Regents in August, 1975.

As a multipurpose institution, North Texas State University's scope includes a broad spectrum of degrees--baccalaureate through doctoral--for most of its academic departments. Many of these degree programs already exist; others will be necessitated in the next five years by student needs. The document that follows projects the anticipated degree program requests through 1980. Because degree program requests are a function not only of student demand/needs but also of programs instituted at neighboring universities, it is conceivable that some requests might be postponed. The existence of a new upper-level state university in the area, as well as national trends in higher education, makes the task of accurate prediction exceedingly difficult for specific programs. Nevertheless, there are very definite areas of program emphasis for which patterns are clearly emerging, and there are new program areas that must be considered.

Beginning in the fall of 1975, the North Texas State University Board of Regents assumed direction of the Texas College of Osteopathic Medicine. The existence of TCOM lends strength to certain already emerging health-related programs that cut across a number of academic units at NTSU. It is envisioned that emphasis will be placed on Biochemistry; on applied science fields such as Clinical Chemistry, Medical Genetics, and Toxicology; on Medical Dietetics; on Health Care Administration; on joint programs with TCOM in medical aspects of Studies in Aging, Rehabilitation, and Behavioral Studies; on Community Health and Health Education generally; on Communication Disorders; on Biological Sciences generally; and on retraining/retooling continuing education programs for health professionals. Clinical Psychology will be continued as an area of emphasis within Psychology that is part of the health care "package". In addition, while there already exist cooperative agreements with the University of Texas (Fort Worth) School of Nursing and the Wadley Institute of Molecular Medicine, efforts will be continued to work out arrangements with Texas Woman's University in the Health Sciences fields, especially in paramedical training programs. Furthermore, at the end of the five-year period, if a School of Pharmacy, a new School of Nursing, or a new School of Dentistry should be established in the North Central Texas area, NTSU is a likely candidate to house any of these; it is the only candidate to house a School of Osteopathic Nursing should one be created. These emphases in health fields reflect both national and regional needs.

Another area that will continue to receive emphasis is the fine arts. The School of Music is the second largest and one of the best in the United States, and it will need to add a limited number of new specializations. The Department of Art has more than doubled in size in the past five years while gaining in quality. The Division of Drama is small but ambitious, as is the Dance subdivision.

A third area of emphasis is programs housed in the School of Community Service. Many applied science and behavioral and social science degrees are already administered in whole or in part through this school, and it is likely that by 1980 others will be added, including certain social science professional programs now housed in Arts and Sciences (most notably, Social Work). The School of Community Service is already involved in Health Care Administration, and this School and the College of Business Administration intend to pursue this field. In addition, General Studies programs will be housed in this School because of their appeal to adult students. New concentrations will be developed for the Bachelor of Applied Arts and Sciences (B.A.A.S.) degree, and a request that degrees in Rehabilitation Services be separated from Psychology will also be forthcoming. Furthermore, the School of Community Service is the major continuing education arm of the University, and--given a student population already showing a tendency toward the adult, part-time student-- a wide variety of credit and noncredit continuing education programs will be emphasized as befits an urban institution. North Texas State is highly supportive of the Thrust for Relevance report prepared under Coordinating Board auspices for the 1975 Legislative Session and of the funding proposal for Continuing Education Units (CEU's).

In a related matter, North Texas State University has for almost thirty years served the metropolitan area, initially with extension courses, and, more recently, with residence-credit courses. The leasing of the Easterwood Building in downtown Dallas represents a major institutional commitment to consolidate programs for graduate students in Dallas County which hitherto had been administered for many years at various locations in Dallas. The University regards the programs offered there as critical to the natural development of long-existing programs for public school and community college teachers, business and public managers and executives, and librarians. In the mid-cities, the limited types of programming will continue in public school sites, and there will be some expansion of existing programs in Fort Worth, probably in space provided through a TCOM-NTSU interagency agreement.

North Texas State University has, throughout its history, emphasized the professional program in Education and in the next five years will stress graduate programs for educators already in the field and will develop new specializations in Science, Social, and Urban Education. It will strengthen the Bilingual Education program to help meet the needs of this bilingual State, and it will also strengthen its Counselor Education and Health Education programs to deal with modern social problems. The program in Instructional Systems Technology will be emphasized in order to provide training in the use of multimedia and instructional development techniques at all levels of education and in all types of educational agencies, public and private.

This University will be especially attentive to mature learners, people already in the "world of work." Together, the College of Education and the School of Community Service will fully develop the existing degree programs in Adult Education. Education will also develop more fully its existing programs in Vocational-Technical Education. The concern here is for a comprehensive program to incorporate recent developments in technology, trades, and industry and vocational counseling and administration to provide a total education for those responsible for training the modern worker. The development of the comprehensive "world of work" programs is the most important future-oriented program in the College. It, too, is related to the School of Community Service via Economic Education and the B.A.A.S program.

Equally concerned with the modern work world is the College of Business Administration, which will stress Accounting (to meet critical employment needs), various kinds of specialized management, and programs in Insurance and Real Estate appropriate to the metropolitan area. Through its Professional Development Institute, the College of Business will offer training opportunities for those already pursuing their professional careers.

In Health, Physical Education, and Recreation, differentiation among the three components will be sought to allow the full development of Health Education and Recreation programs. Physical Education will stress life-time recreational sports activities in anticipation of a future University decision to modify the Physical Education requirement for all students. The HPER divisions will continue development at the graduate level, working where possible, in conjunction with Texas Woman's University.

Home Economics programs will develop further along vocational and teacher-training lines but will stress growing programs in parent and family skills, consumer education, child development, and nutrition, with the latter being revised to conform to new American Dietetics Association standards. New certification programs within existing degree programs will be sought as the need arises. NTSU will continue to strive for greater cooperation with TWU in the area of Home Economics.

Yet another area in which efforts will be made to gain cooperation from TWU is that of Library and Information Sciences. While no new degree programs are anticipated in this field, both NTSU's and TWU's Library Science programs would be strengthened by greater cooperation. Two subfields of increasing emphasis at North Texas are Information Sciences and Information Systems. Information Sciences programs are administered through the School of Library and Information Sciences, whereas Information Systems, geared to management, are administered through the College of Business Administration. Both types of programs are supported by the Department of Computer Sciences.

Another type of general emphasis at North Texas State during the next five years will be revising, consolidating, and administratively reorganizing a number of programs that are interdisciplinary in nature. Some have been previously mentioned--fine arts and health care, for example. Another is the whole field of communication. The Department of Journalism and the Department of Speech Communication already have cooperatively developed the mass communication component and will seek graduate-level development in this area. They are also pursuing merger into a School of Communication. Journalism, in conjunction with various colleges and schools, will develop interdisciplinary tracks in such areas as Business Journalism, Home Economics Journalism, Technical Writing, Science Journalism, Music Journalism, and Health Communication. It is anticipated that Geography will work closely with Sociology in the development of Anthropology/Archaeology and with Political Science and Community Service in the development of a graduate program in Regional Science. Education, English, and Foreign Languages and Literature will jointly continue to develop bilingual studies, while Education and Psychology will work toward meaningful counseling programs in both areas in adjustment to the new Texas State Board of Examiners of Psychologists regulations. There are merely illustrative of interdisciplinary and interdepartmental growth.

Another type of growth already under way is what might be called the "natural evolution" of existing curriculum areas into major fields (e.g., Anthropology, Social Work, Regional Science, Computer Science at the baccalaureate level and Anthropology at the Master's level; a baccalaureate level Real Estate program and the B.S.-M.S. track for Information Systems and Accounting, incorporated within a School of Professional Accounting; and a Doctor of Public Administration program in addition to the current Ph.D.) In short, a multipurpose university will develop certain types of programs because it is a full-spectrum (and urban) institution. Other curriculum areas will grow because they support a major in other departments (for example, Earth Science service courses in support of Life-Earth Science Teaching Certification and undergraduate laboratory courses to meet general B.A. requirements for liberal arts majors). In other fields, the changes will be minor restructuring or retitling to reflect developments in that discipline (e.g., Regional and Earth Sciences instead of Geography).

In the sciences, as has been indicated earlier, Biochemistry and health related specializations will be further developed in the next five years, probably within the framework of presently undifferentiated degrees. Analytical Chemistry and Industrial Chemistry represent existing areas of concentration to be developed at the graduate level, along with Natural Philosophy for high school teachers. Both Physics and Mathematics will further establish applied science programs and programs more geared to secondary teachers. Physics will grow in the areas of astronomy, laser physics and optics, and atomic physics and Mathematics in a broader curriculum appealing to a variety of scientific and behavioral disciplines. Again, these are areas of natural growth well within the currently authorized degree programs.

There are in some departments definite plans to drop degree programs (e.g., B.B.A. in Management Science) or curriculum areas (e.g., probably Greek, possibly Russian), and other deletions will possibly be made as student interests and needs change.

As a summary of program changes cited above, one can note that North Texas State University is already a multipurpose institution and its intentions are to continue to develop a full spectrum of baccalaureate and master's programs and doctoral programs as are appropriate. Its further intent is to be a quality institution in all its programs. Interlaced with these programmatic developments are proposed structural changes, most of which are not completely planned at the present time but that generally reflect a need for better organization of applied, professional, and/or performing programs. Also related is a forthcoming emphasis on undifferentiated degrees.

Some of these program areas will require special funding, State special items or grants, as they do now--community service research, Genetics, Applied Sciences, Historical Collection, Oral History, Rehabilitation Services, Behavioral Studies, Studies in Aging, Economic Education, Manpower, Pupil Appraisal, etc. The new Center for Instructional Services and Media Library may need special financial assistance for equipment and software in view of the already strained library budget. (Many departments--notably the sciences and the humanities--are having difficulty keeping their collections current now.) There will also be a need for major repair and rehabilitation special items in the next five years, especially to make existing spaces usable for purposes other than those for which they were originally constructed since it will be impossible for new construction to provide for all space needs.

The last item of importance in this summary statement of the role and scope of North Texas State University concerns relationships with other institutions in the Dallas-Fort Worth area. Greater cooperation will be sought among the four Dallas-Fort Worth area universities--North Texas, TWU, UT-Dallas, and UT-Arlington. At the very least, North Texas and TWU should consider carefully programs which overlap in a substantial way. Several years of experience with the Federation of North Texas Area Universities has provided a basis for such cooperation within the metroplex.